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ABSTRACT

Presented are 39 lessons and student worksheets designed to help the classroom teacher improve the speech skills of trainable retarded elementary school children. It is explained that the lessons and corresponding activity sheets focus on auditory discrimination, speech sounds and sentence patterns. Lessons are sequenced and usually contain a review, several activity suggestions, an assignment, and a list of materials. Speech sounds are presented in a developmental pattern beginning with the easiest to produce and are incorporated in whole words and sentences. The format of the activity coloring book lends itself to easy copying for classroom use. (CL)

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Speech Improvement for the Trainable Retarded

A Manual for the Classroom Teacher

BY ELIZABETH LYNCH
AND JEANNE ROSS

Revised Edition

NCEMMH REPRINT SERIES, NO. NC-75.901
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PREFACE TO THE REVISED EDITION

Speech Improvement for the Trainable Retarded, and its companion workbook for children, Speech Improvement Activity Book, were originally published in 1972 by the Regional Special Education Instructional Materials Center for Handicapped Children and Youth, at Michigan State University, funded by the Bureau of Education for the Handicapped of the U.S. Office of Education. This instructional materials center, which no longer exists, was a member of the former Special Education IMC/RMC network. Although both books are out of print, numerous requests for them have been received.

A panel appointed by NCEMMH has reviewed the set of books and has recommended that NCEMMH arrange for their continued distribution. As a service to special educators and exceptional children, NCEMMH has provided for their reproduction, and, with the assistance of the Ohio State University Press, for their distribution on a nonprofit basis.

This material is not copyrighted and may be duplicated for classroom use. The books are sold only as a set.

These materials are intended primarily for use at the elementary level by "TMR teachers" -- those who teach the trainable mentally retarded.

Although this is a "revised edition," the revisions are few and minor, and almost entirely graphic. For all practical purposes, this edition is equivalent to the first.

To order additional copies, write to Publications Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210.

REVISED PREFACE TO THE FIRST EDITION

This publication is the result of the combined efforts of Mrs. Elizabeth Lynch, Miss Jeanne Ross, and the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University. Mrs. Lynch, Coordinator of Speech and Hearing for the South Bend Community School Corporation, and Miss Jeanne Ross, a classroom teacher of trainable retarded children in the same school district, initially developed the materials in an attempt to fill the gap between visits of the speech therapist to the TMR classroom. Activities were designed, developed, and tested in actual classroom use.

Mrs. Lynch and Miss Ross applied for and were awarded a Mini-Grant by the Regional Center at MSU. Designed to encourage the development of teacher ideas, the Mini-Grant provided for editing, manuscript formating, artwork, and publishing.

This material was originally published by the Regional Instructional Materials Center for Handicapped Children and Youth, 213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823, and was widely used in that region.

In September of 1973, The National Center on Educational Media and Materials for the Handicapped reviewed this material through the efforts of a review panel chosen from the ranks of outstanding special educators from around the country. Members of that panel recommended that The National Center facilitate national dissemination of Speech Improvement for the Trainable Retarded: A Manual for the Classroom Teacher.

September, 1974

INTRODUCTION

This publication of activities and student worksheets has been specifically developed for the use of the classroom TMR teacher, especially those who do not have a speech therapist or materials readily available.

The lessons were designed following a definite plan. We began with easily followed physical action, continued with discrimination of gross sounds (such as a bell and a metal clicker), and then began speech sounds. The speech sounds presented follow a developmental pattern beginning with the easiest to produce. At the end of each lesson we include some sentence patterns. Therefore, it will be a successful program if you follow the lesson sequence and build success on success. If you are tempted to flip to the middle of the book, and begin with the "r" sound because it is hard for everybody, DON'T. Put temptation behind you and start at the beginning.

Each lesson is presented in the same basic pattern:

(Blue Paper)

REVIEW -- of last lesson

GUESS WHAT -- presentation of the new lesson

DON'T FORGET -- a list of the materials you will need

(Pink Paper)

FUN AND GAMES -- additional activities for teaching sounds, words and sentences

(White Paper)

COLORING PAGES -- for the child to color

ACTIVITY PAGE -- which picture doesn't have the sound?

The use of speech sounds with these children is not done in the traditional articulation therapy mode. The sounds are presented as a simple unit of response. We have been very successful in obtaining this response and there is considerable carry-over with the words presented. Once the sound is produced it is immediately put to use in whole words and sentence patterns. We did not find it appropriate to emphasize initial, medial or final position of the sound in the words. The children did not grasp this concept. The whole word response is desirable from the language building viewpoint.

It was found that when the sounds were produced and learned well, they provided a useful tool for the teacher in eliciting further language with greater accuracy. Remember, we are talking about sounds--not letters. Always introduce them as sounds, not by their letter name, (ch -- not c, h, etc.).

The lessons are short to provide for a short attention span. They have been taught in a period of ten minutes. A key item is the suspense produced by a large, brown paper bag. Each time a new lesson is presented the teacher appears with this mysterious bag. She says, "Guess what? What do you think is in the bag today?" Guesses are made, the item is produced and the lesson is presented. Once the pattern is established it is easy to do a quick review of words from the previous lesson. The bag is always in evidence as proof of a new surprise. No pressure is placed on the children for producing the correct response the first time. If an attempt is made to respond, the reward which often accompanies the lesson is given. In the FUN AND GAMES section, correct responses may be rewarded, incorrect responses penalized. It has not been found necessary to work a great deal with placement of the tongue, teeth, etc. The stimulus in the sound presentation is frequently sufficient. When a child finds a particular sound difficult, due to faulty placement, other approaches may be tried. Often it will help if the teacher produces the sound using exaggerated movements. A mirror can also be used to point out the error. Some children may not be able to produce some sounds correctly. In these cases, sound production is not worth causing him concern or a feeling of failure--skip it. He may be able to produce the sound later in his development. In the beginning, language is the important consideration, correct articulation is not the primary objective.

In every possible way, concrete objects have been used in the introductory lessons and in the follow-up activities. Pictures are an abstraction of real objects. They lack the tactile, manipulative, sense oriented "realness" of objects. The COLORING PAGE items have been chosen to represent things which can be brought into the classroom or are already found there. The COLORING PAGES and the ACTIVITY PAGES are presented to the students at the appropriate places during the lessons. A speech book folder, to hold the COLORING PAGES and ACTIVITY PAGES, can be constructed for each child. These books represent speech time to the children and can be sent home from time to time for review and practice.

Repetition is a necessity with these materials. There is no reason why various activities cannot be carried over from sound to sound. The ragdoll exercise for instance, could be used each time to start the lesson. Care must be taken not to carry forward too many repetitious activities, thereby making the lessons too long. The novelty, surprise, and high stimulus value of each lesson is a contributing factor to its success. In using a tape recorder as a follow-up activity, care must be taken not to let it be a traumatic experience for children whose speech and language is poor. It is also a good idea to limit its use to a specific sound or sentence so the child will know what to listen for. A Language Master or Audio Flashcard is also useful for this purpose.

The book is divided into three sections: I Auditory Discrimination, II Speech Sounds, and III Sentence Patterns. Words and meaningful sentences have been included at each level. For those children with sufficient language the sentences can be used requiring the best possible production. For those children who have not developed sentence ability, the sentence patterns in section three will be a beginning.

These lessons have been used with children from 8-12 years old in trainable retarded classes. They have deliberately been kept simple and repetitive. There is no reason why they could not be used for younger children with poor language development due to poor environmental stimulus or delayed speech. We have had fun with this project and it is our strongest recommendation to you. Start here and have fun.

Lesson One

Ragdoll

Introduce the "Guess What" bag. A large, ordinary brown paper bag in which an item is brought to class each time. The children are asked to "guess what" is in the bag.

GUESS WHAT

Ragdoll - Demonstrate
Use poem with gross action. The object is to follow the teacher.

Ragdoll

I'm a limp ragdoll (flop over)

I have no bones

My arms are limp (swing arms loosely)

My legs are limp (swing legs loosely)

My head is limp (loosely roll head around)

I'm a limp ragdoll (flop over touch floor)

DON'T FORGET

Large Paper Bag

Ragdoll--very limp and floppy

Lesson Two

Jack-In-The-Box

GUESS WHAT

Jack-In-The-Box - Any type
Purpose is to follow the teacher in smaller action using tongue.
Show the Jack-In-The-Box. Then, play this game:

Jack-In-The-Box

Jack-In-The-Box come out (tongue out)

Go up (tongue up)

Go down (tongue down)

Go over (tongue far to one side)

Go over (tongue far to other side)

Go all around (tongue go all around mouth)

Go in shut the cover down (shut mouth and cover with hands)

DON'T FORGET

Paper Bag containing Jack-In-The Box

(We use musical one, very inexpensive, turn handle and Jack pops up.)

Lesson Three

Discrimination

REVIEW	Ragdoll and Jack-In-The-Box. Add lapping milk like a kitten. Make a bowl with hands and move tongue rapidly in and out in lapping fashion. Check children with slow tongue action and watch tongue sounds later on.
GUESS WHAT	Two noisemakers (a cricket or rattle and a bell). Make the sounds distinctly and have children point to the one which made the sound. Have them close their eyes and listen, then ask which noisemaker made the sound? Put the noisemakers behind your back, listen, then tell which one made the sound, etc.
DON'T FORGET	Paper Bag Two Noisemakers

Lesson Four

Introducing p - b - m

REVIEW Review sound Discrimination.

Make popping sound with lips-- p-p-p. Then add voice and make b-b-b. Show both sounds on board p - b. Point out which sound we made as in previous lesson. Point out difference between whispered or voiceless p-p-p and turning on the sound b-b-b. Feel throat for vibration.

GUESS WHAT Bag of unbuttered popcorn. Have each child say p-p-p or b-b-b and give him a piece of the popcorn. Eat the popcorn and say m-m-m.

ASSIGNMENT Find three p words - three b words - and three m words.

DON'T FORGET Paper Bag

Popcorn

FUN AND GAMES "p" Sound

MATERIALS

penny

paper

something purple

PROCEDURE

Give each child a penny if he can say the word (to the best of his ability). Play store--have them come to you and buy a cookie, candy, etc. Again, give them the treat only if they can tell you how much it costs (to the best of their ability).

Do any type of art project where paper is used, in order that the child may handle the paper and discover the different ways of using paper. Name articles in the room made from paper.

Name objects in the room that are purple. Have the children find their purple crayon. If any child is wearing purple, have him stand.

Use peanuts. Give the child a peanut if he can say, "Peanut please."

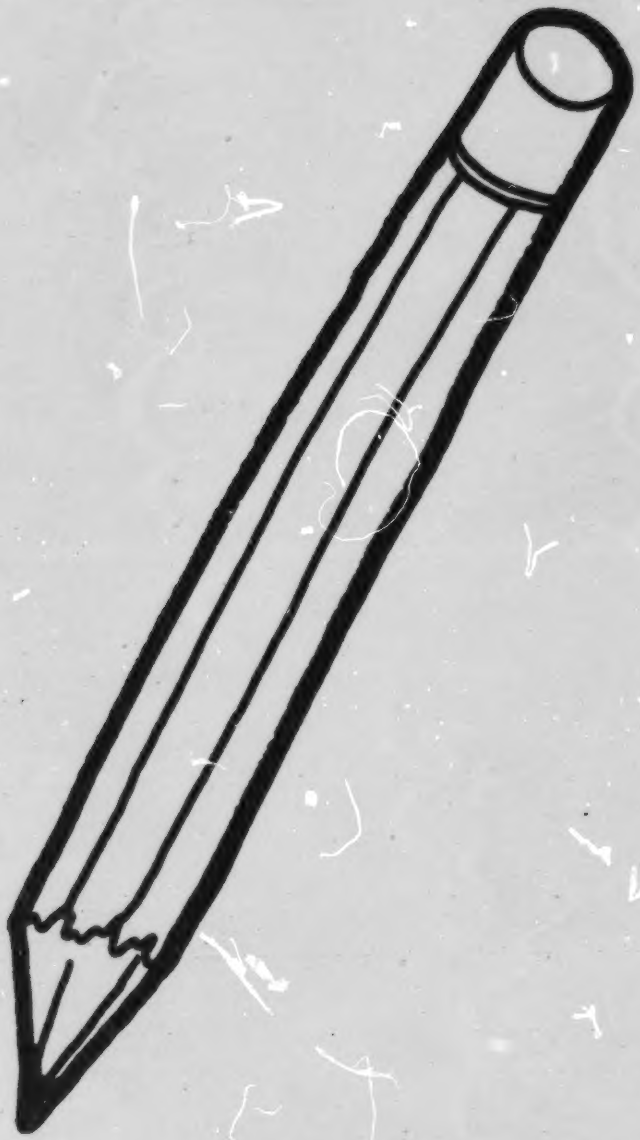
SENTENCES

My pencil is purple.

I have a penny in my pocket.

Red means stop.

p



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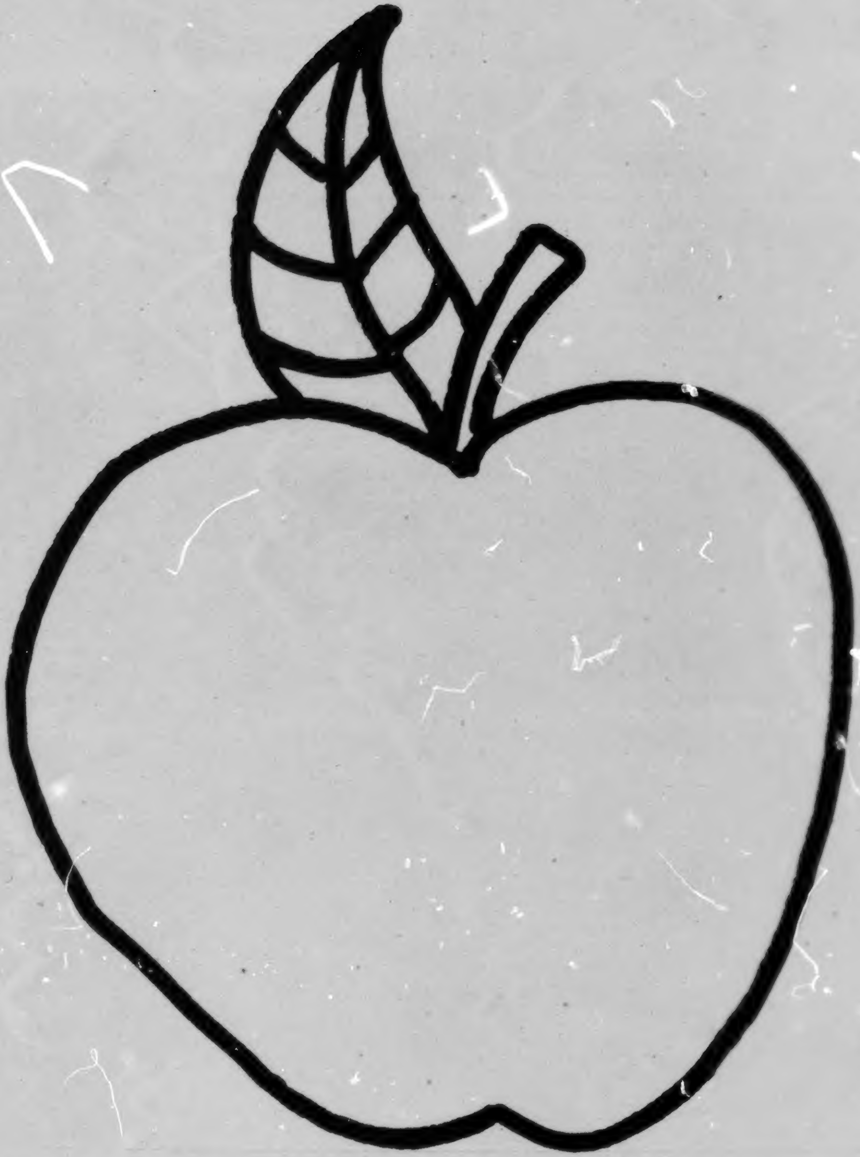

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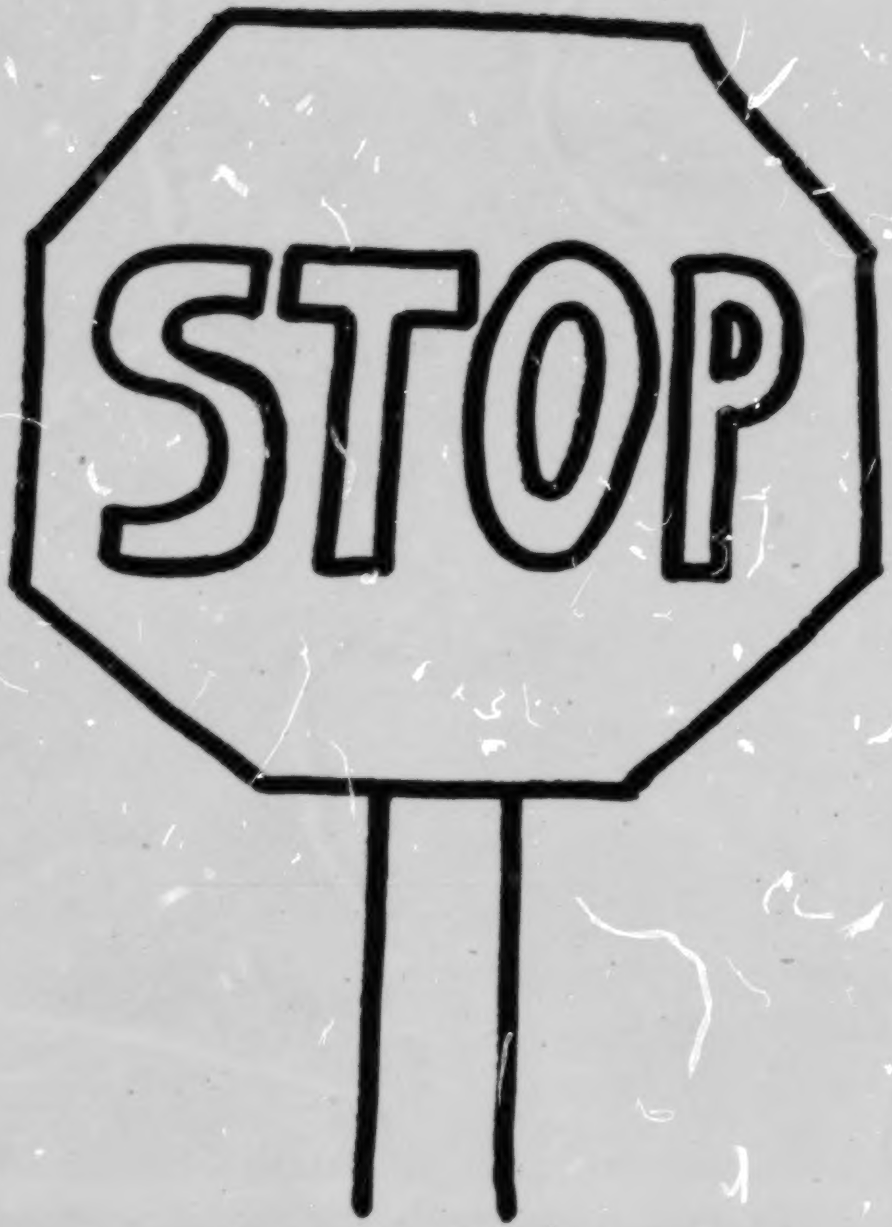
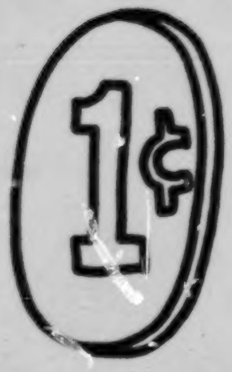
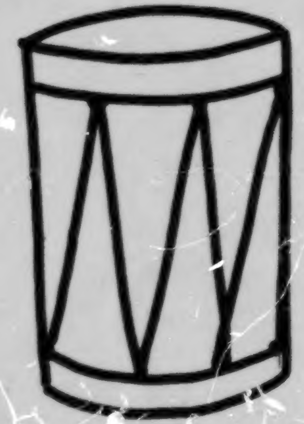
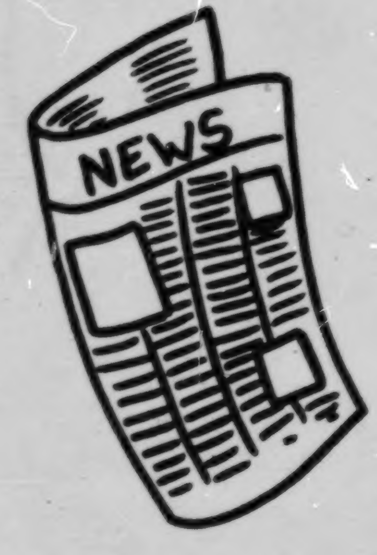
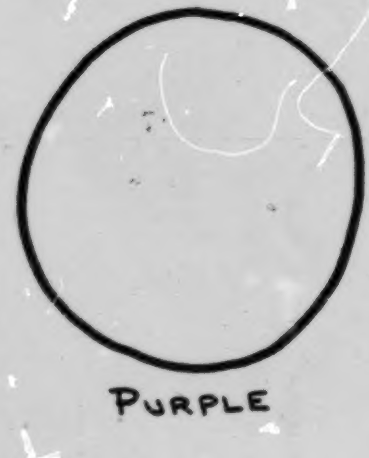


Which picture does not have the "p" sound?









FUN AND GAMES "b" Sound

MATERIALS

balloons

ball

bubble solution

PROCEDURE

Blow up a balloon and have each child feel it. Have each child blow up a balloon when the b sound is made correctly.

Show the children the ball. Have a game of pitch and catch. The child should say the word ball in order to have the ball thrown to him.

Have each child blow bubbles. After they have done this, they should describe what they see.

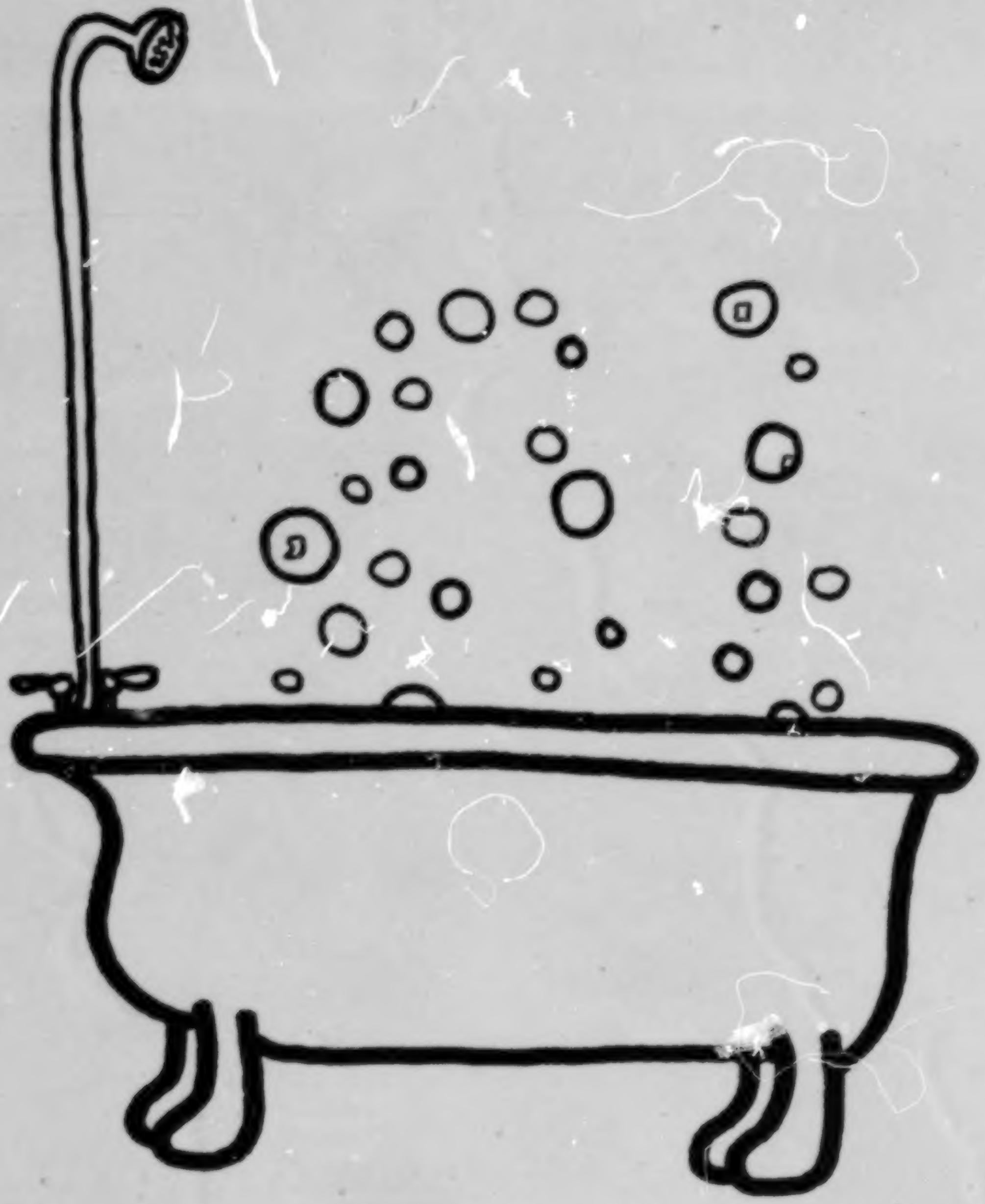
SENTENCES

The ball is on the table.

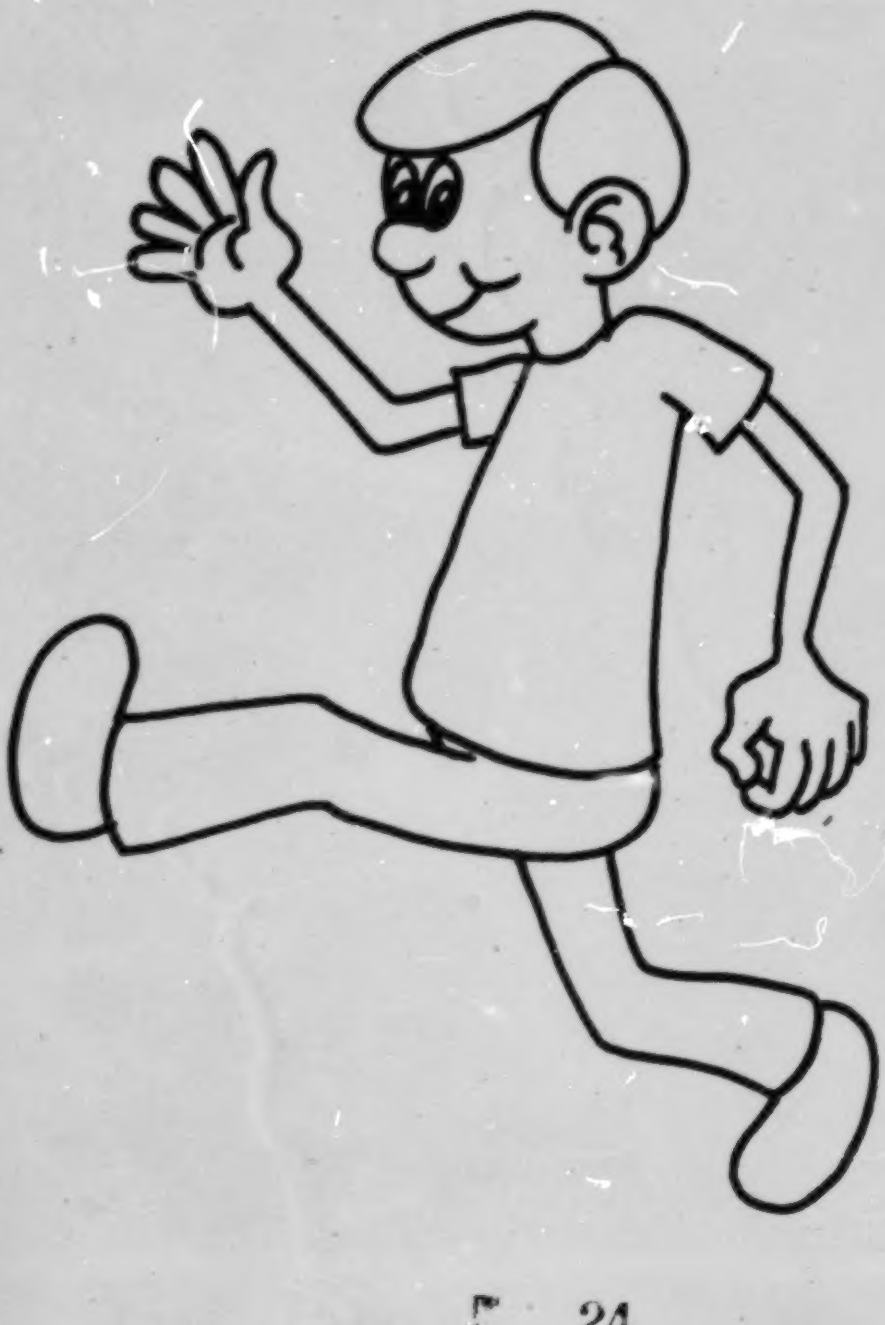
There are bubbles in the bucket.

Bobby took a bath in the tub.

b



b



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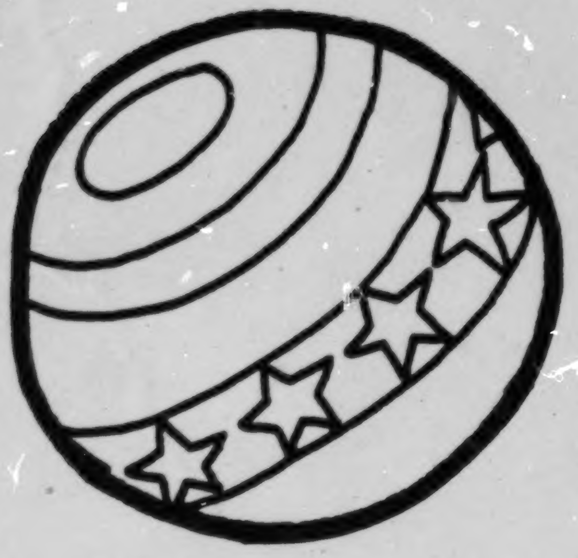

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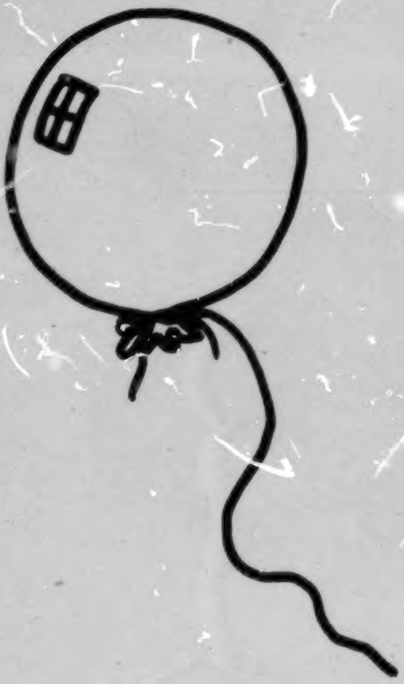
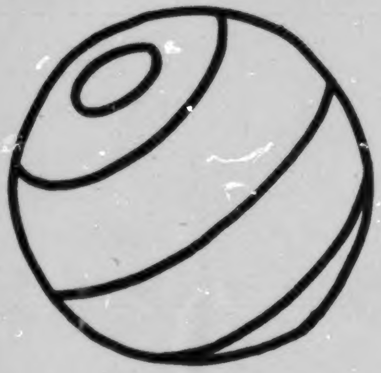
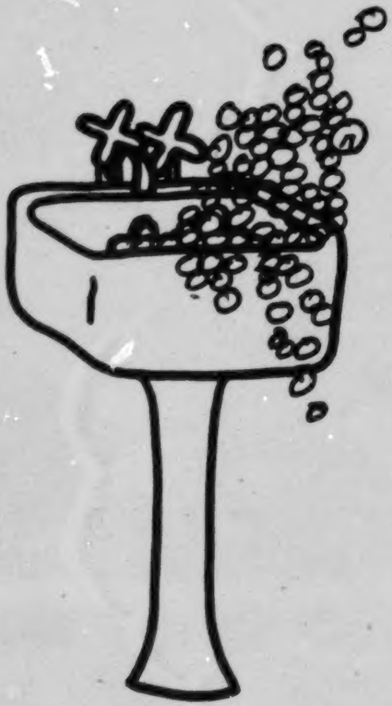
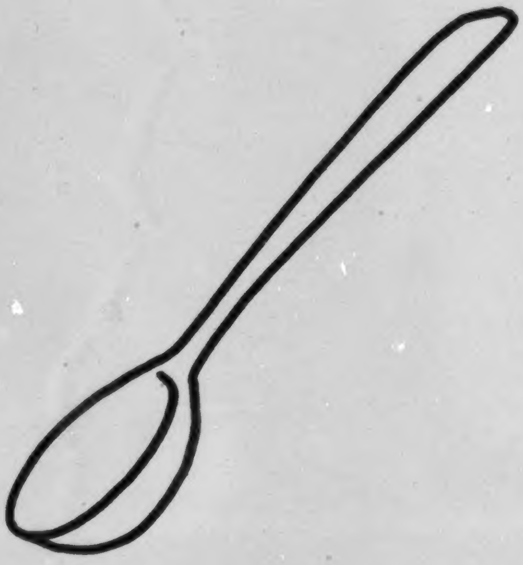
Which picture does not have the "b" sound?









FUN AND GAMES "m" Sound

MATERIALS

milk

money

mirror

PROCEDURE

Talk about the milk that we have at lunch. Give each child milk and cookies when m sound is produced. (To the best of their ability). Milk and cookies are m-m-m-m-good.

Have a penny, a nickel and a dime for the children to handle. Have them tell some of the things they can buy with money. (Use real money).

Let each child see himself in the mirror as he makes the m-m-m-m-sound. Point out how his lips come together. Have him see if his lips look like the teacher's lips.

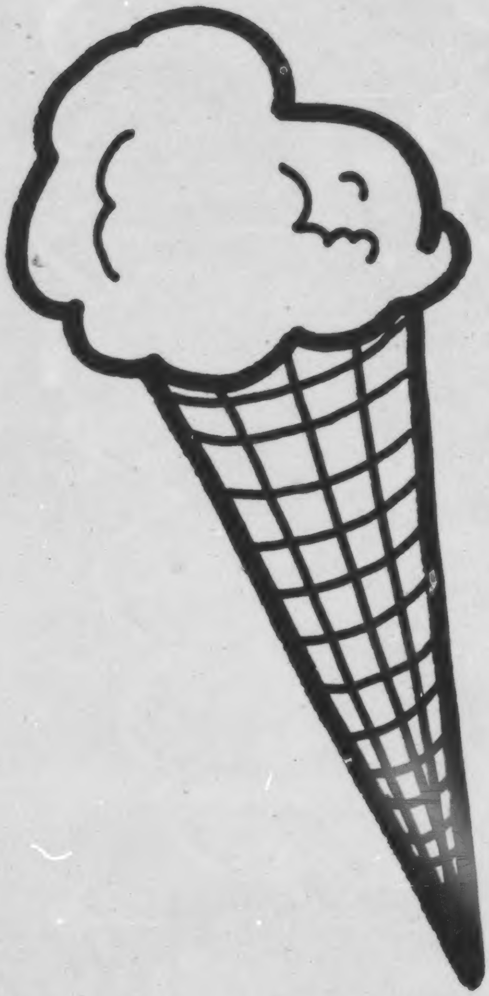
SENTENCES

My mother is at home.

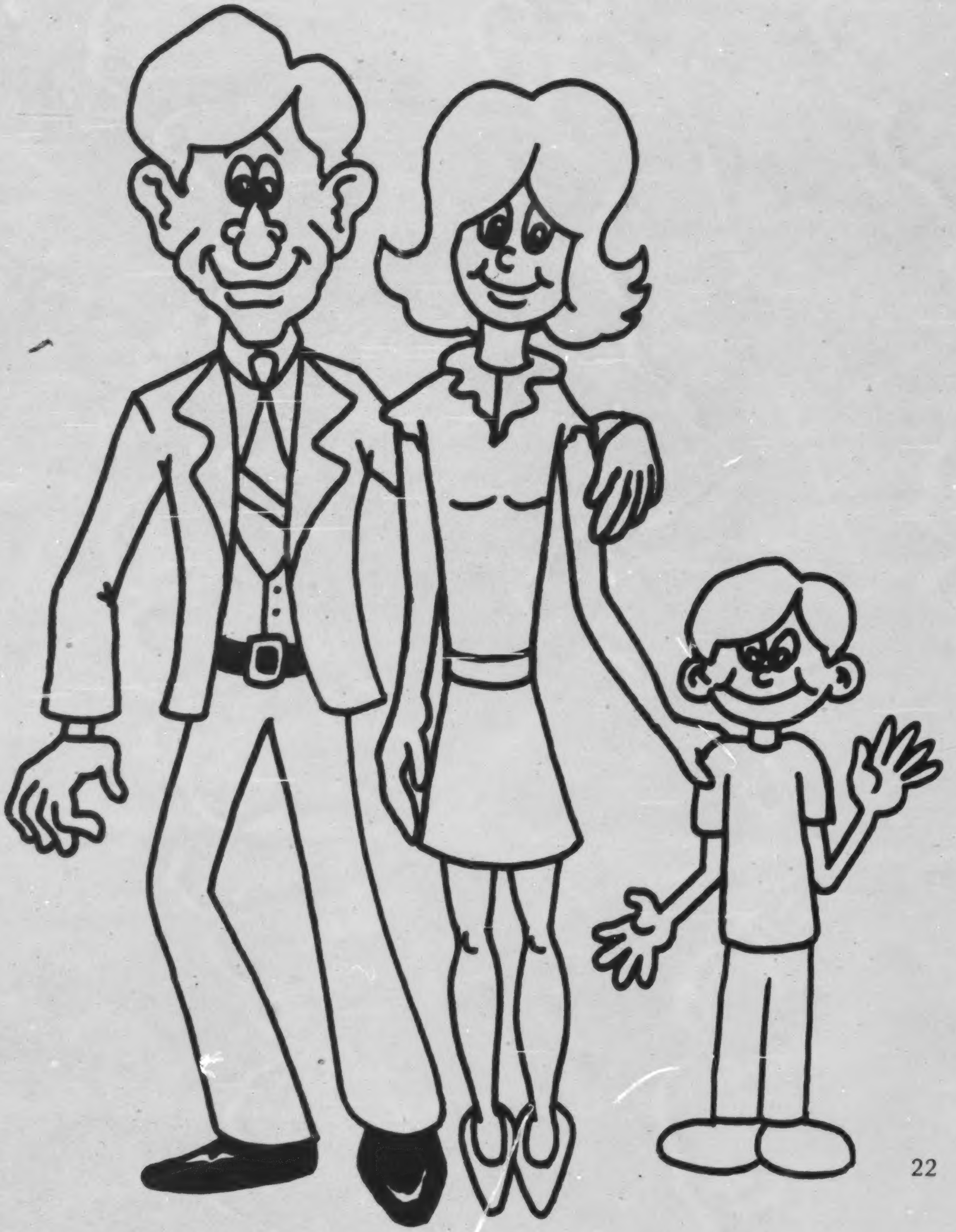
Mary put the letter in the mailbox.

Martha gave me some ice cream.

m



m



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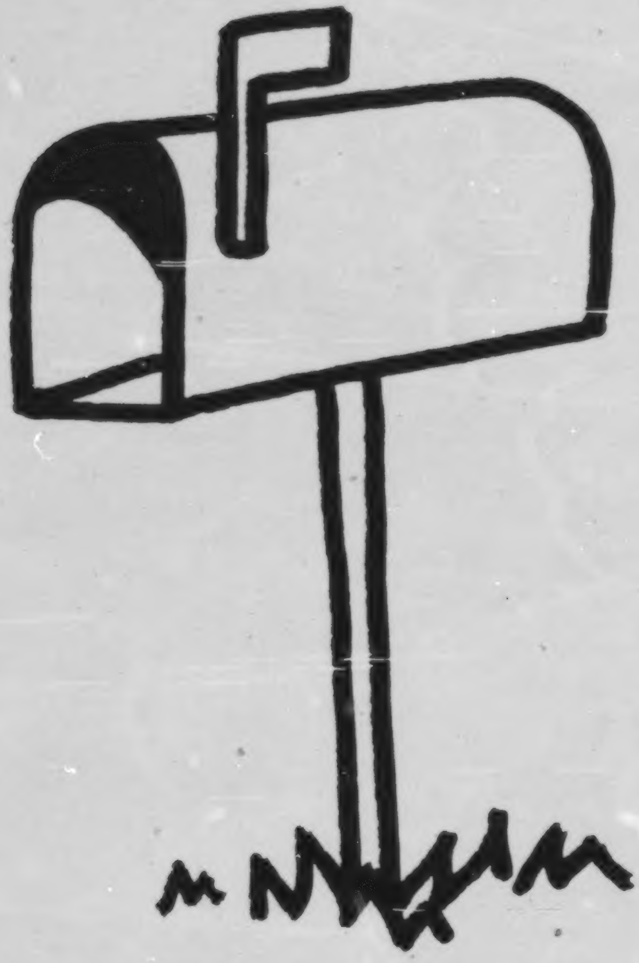
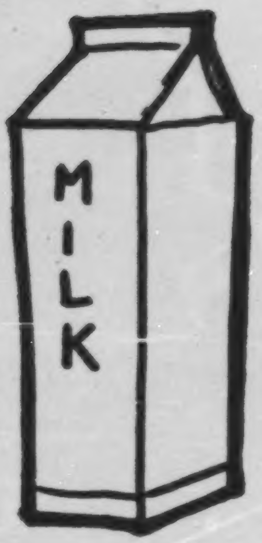
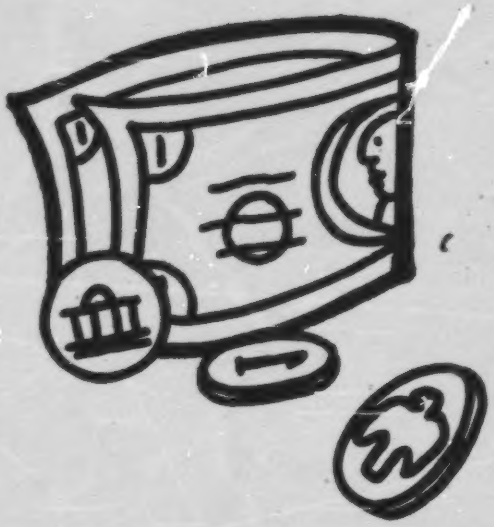
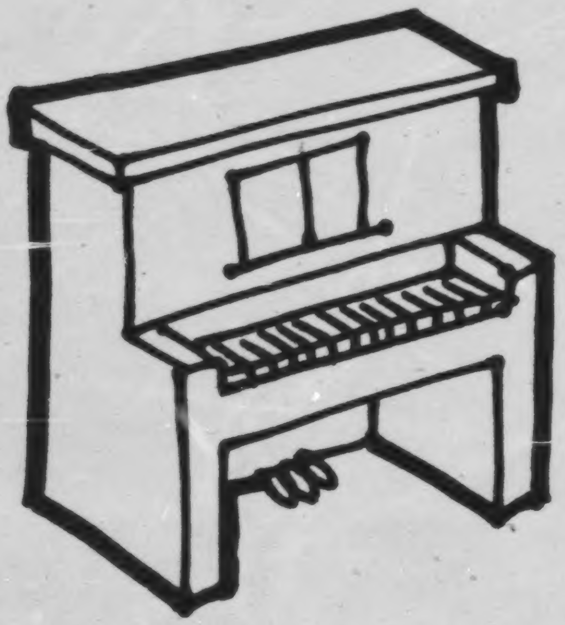
m

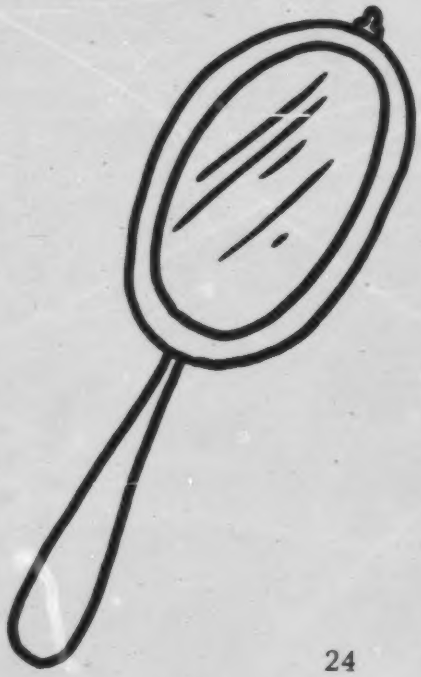


Which picture does not have the "m" sound









Lesson Five

Introducing t - d

REVIEW	Review the p-b-m words.
GUESS WHAT	Jar of peanut butter and plastic spoons. Place small dab of peanut butter behind top front teeth and ask child to taste it loudly saying t-t-t. Do this for all children. All say t-t-t. Then, voice the sound d-d-d.
ASSIGNMENT	Three words with t - and three words with d.
DON'T FORGET	Paper Bag Jar of Peanut Butter Plastics Spoons for All

FUN AND GAMES "t" Sound

MATERIALS

table

toy top

PROCEDURE

Talk about and look at different types of tables in room: display table, table in cafeteria where they eat lunch, etc. Talk about and show pictures of tables at home: coffee table, end table, dining table, kitchen table.

Tongue: Jack-In-The-Box exercise (Lesson Two).

Let each child work the top when he says the "t" sound.

Make a picture using strips of masking tape. Have each child contribute a piece of tape to the picture. As each child gives tape he says, "Here is my tape." (Meaningful sentence).

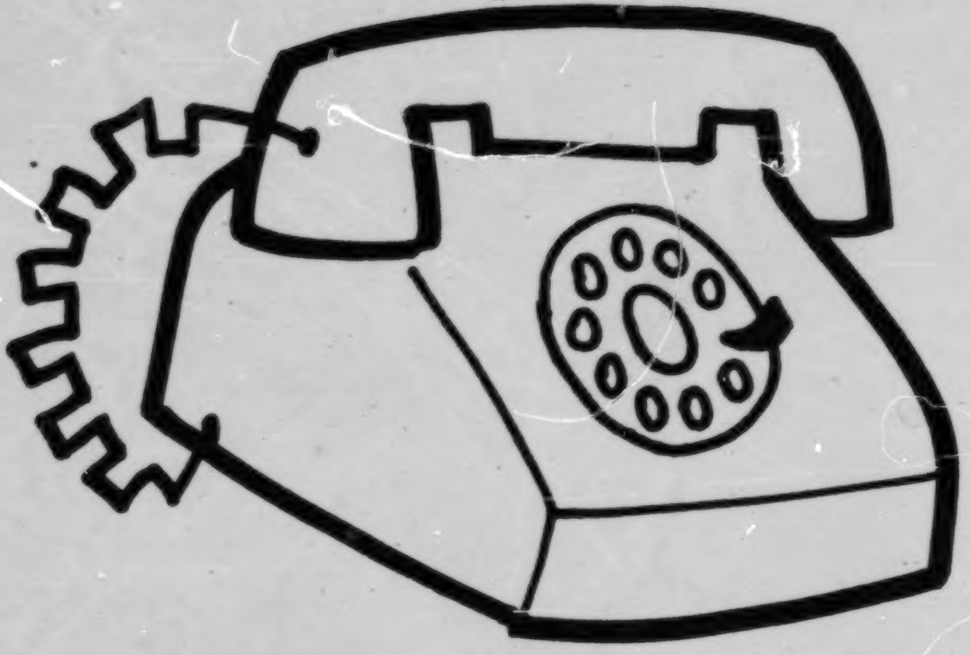
SENTENCES

Tommy answered the telephone.

Take the letter and mail it.

Tim ate a piece of toast for breakfast.

t



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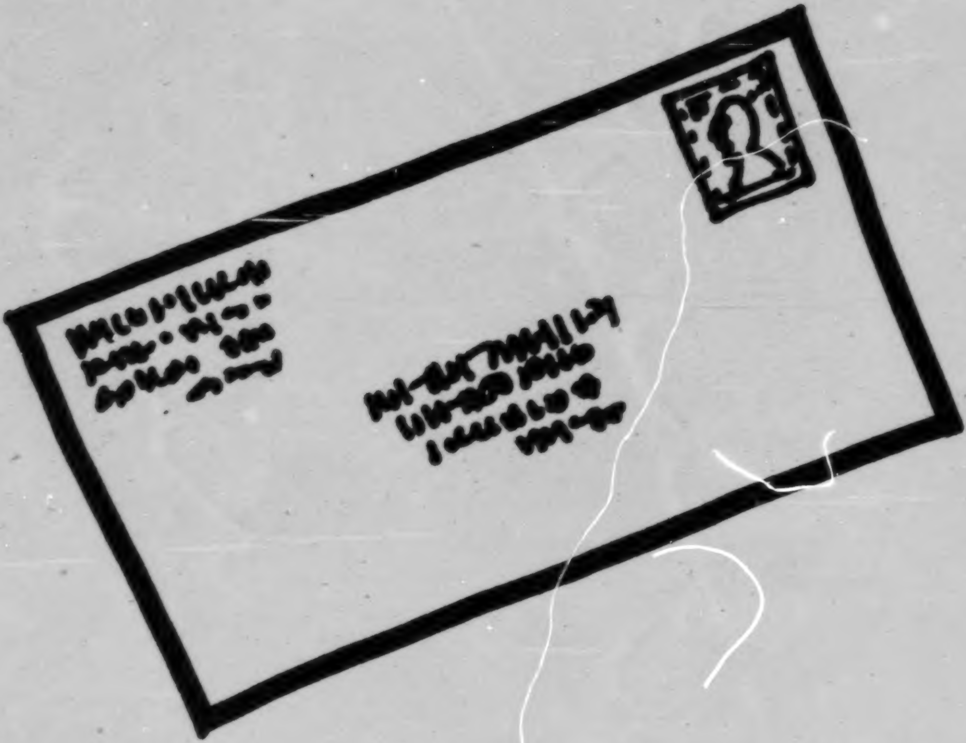

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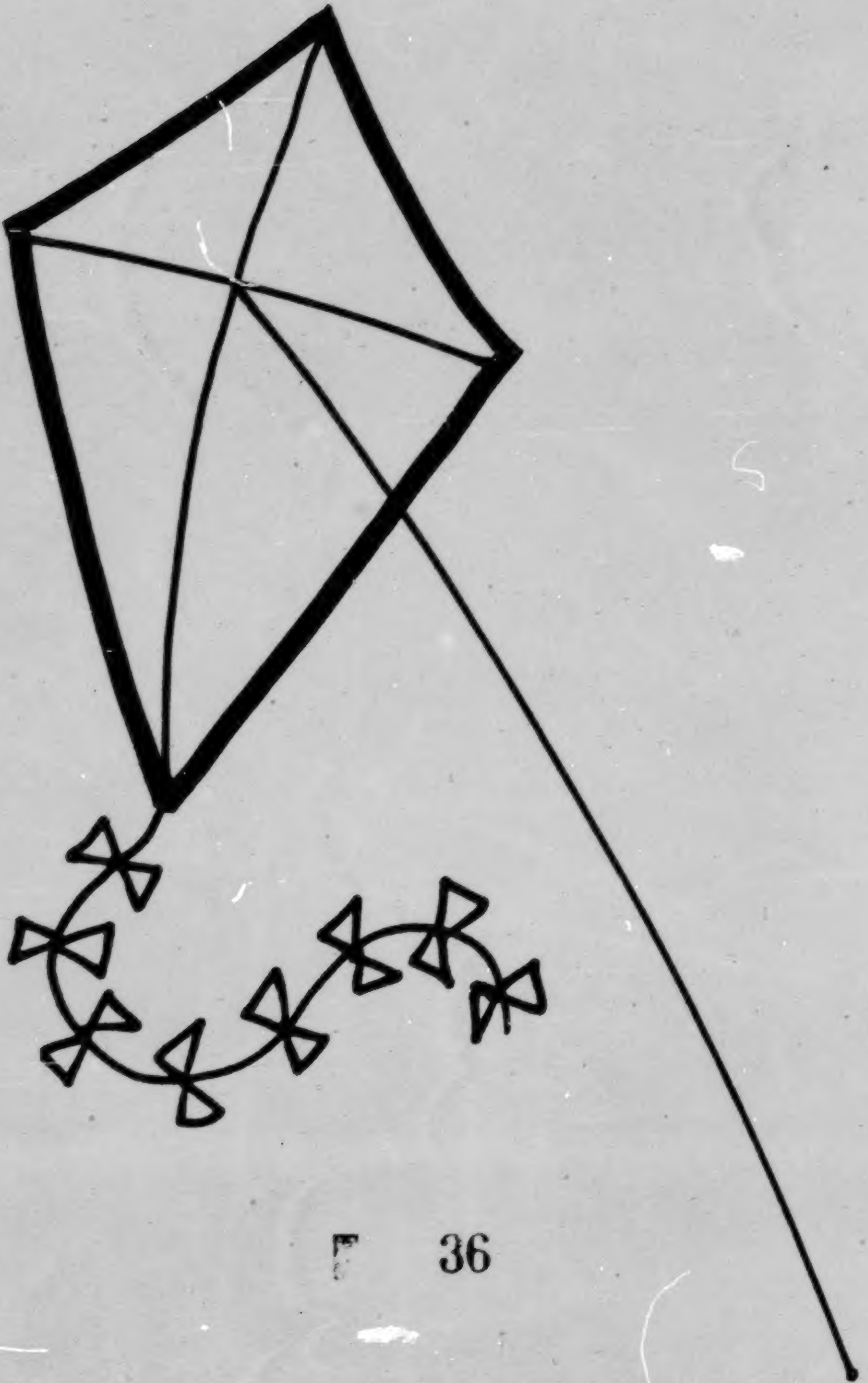
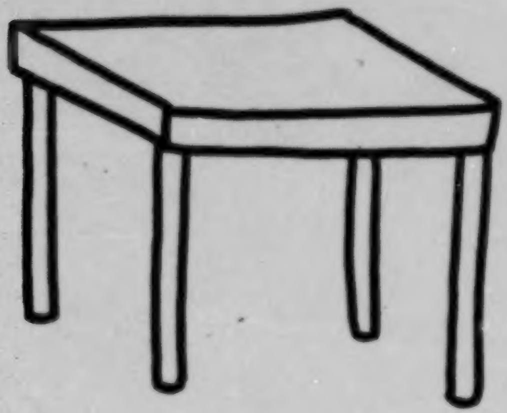
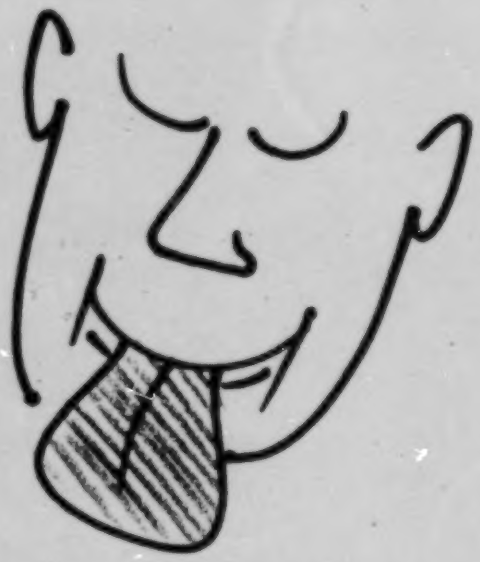
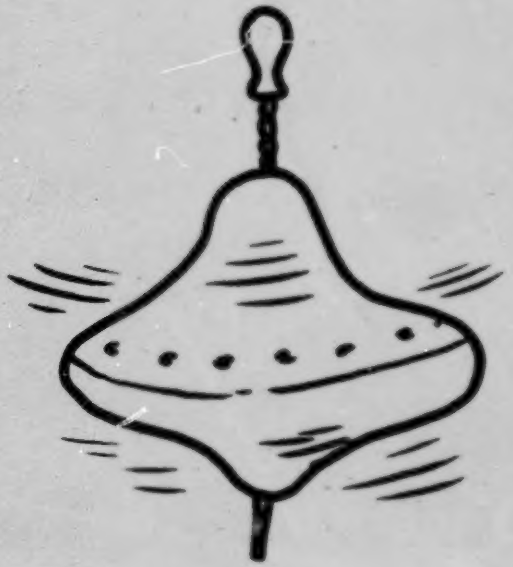
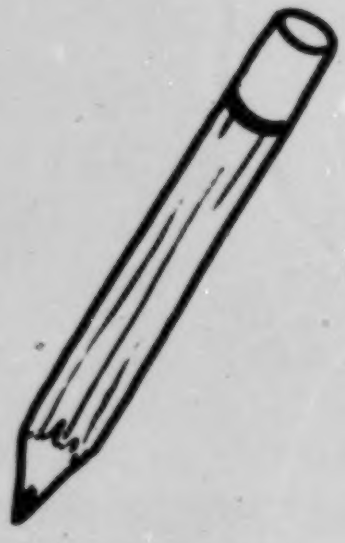


Which picture does not have the "t" sound?









FUN AND GAMES "d" Sound

MATERIALS

door

dish

doll

PROCEDURE

Have each child open and shut the door to your classroom. Describe the action as it is performed.

Show a dish to the class. What shape is it? (Round) For what do we use dishes?

Have a boy and girl doll for the children to see. Describe what they look like; how they are dressed.

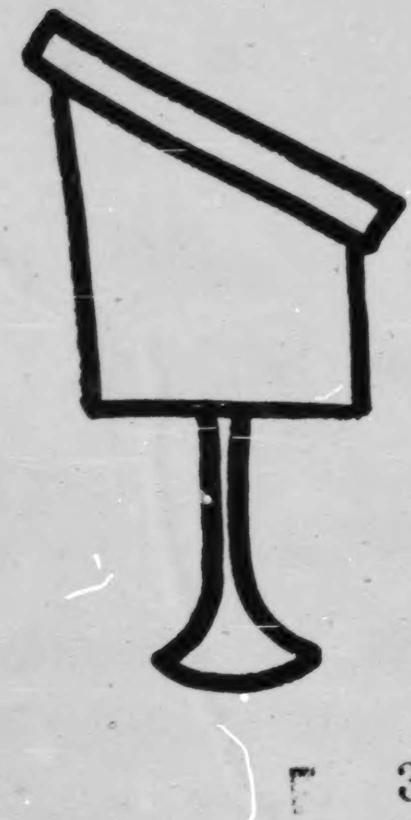
SENTENCES

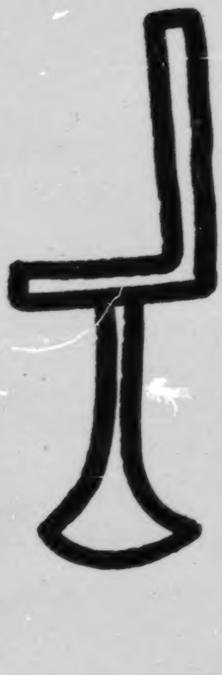
Donald went to the doctor Tuesday.

I gave some candy to the children.

Fred was a bad boy.

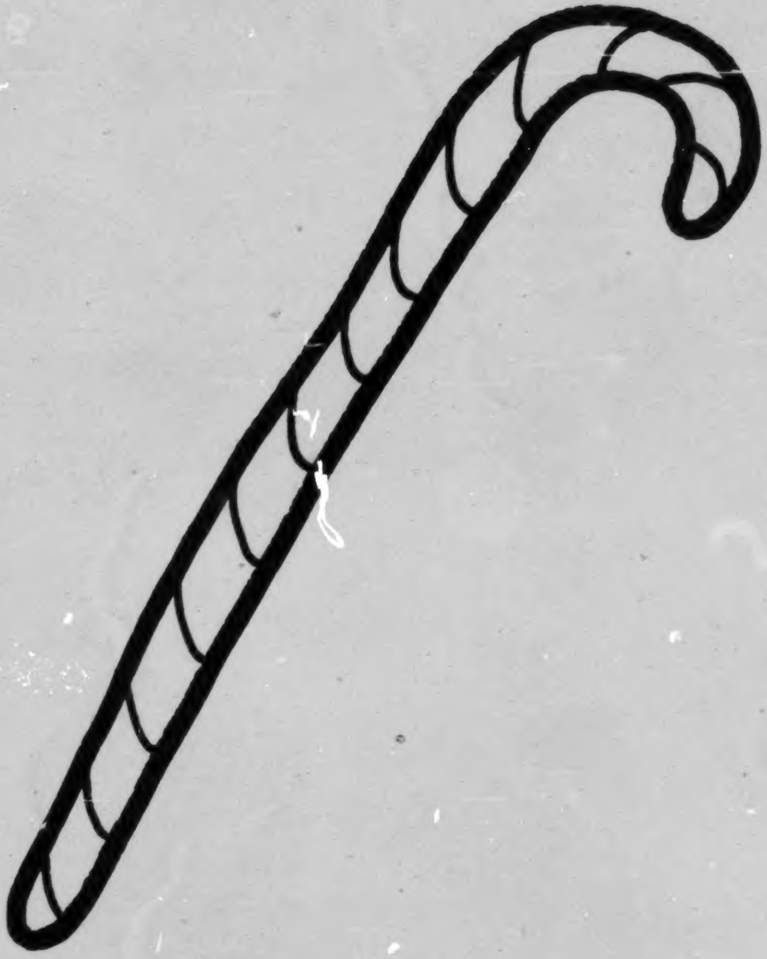
d



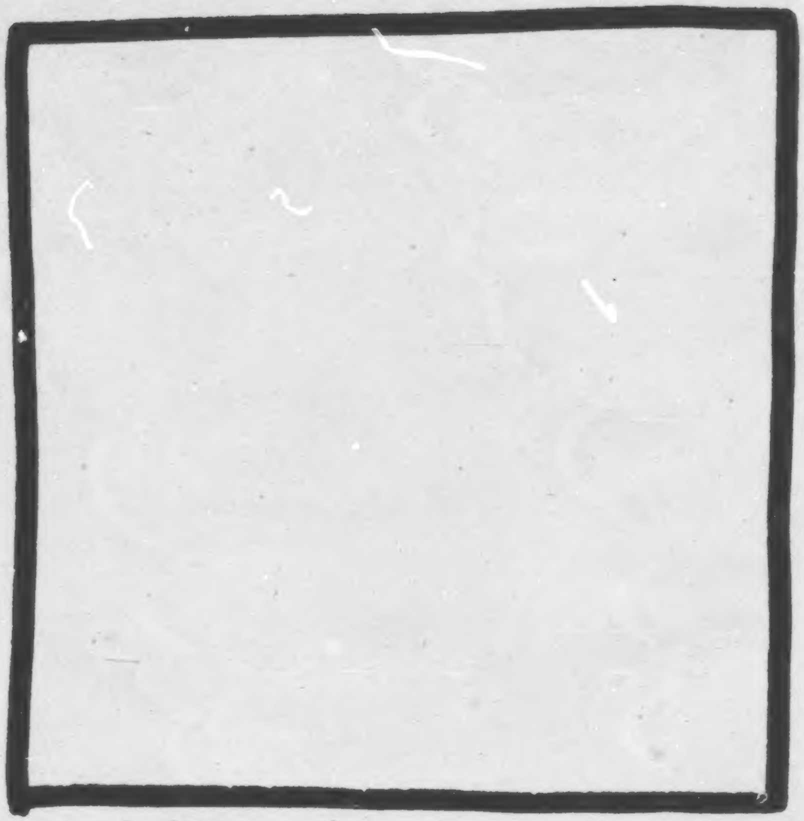


F 39

d

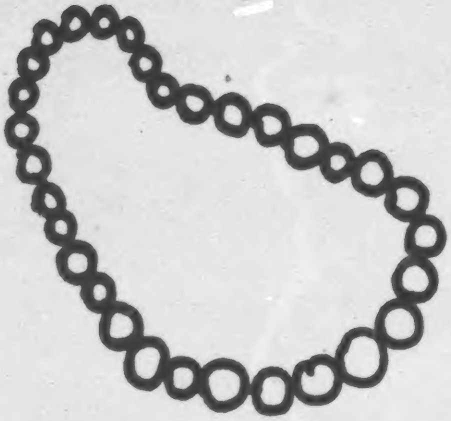


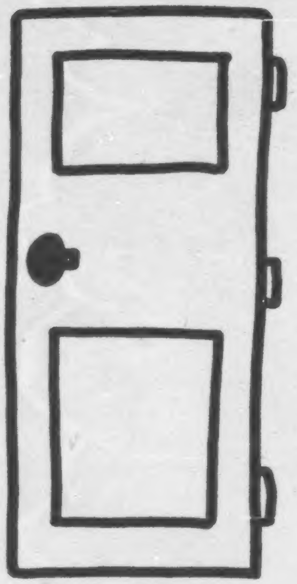
d

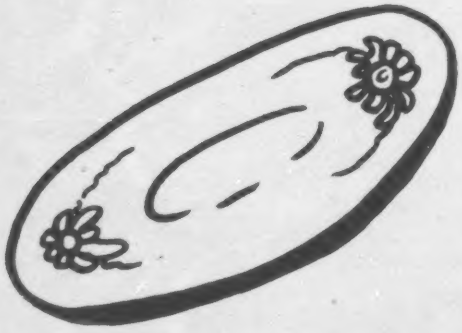


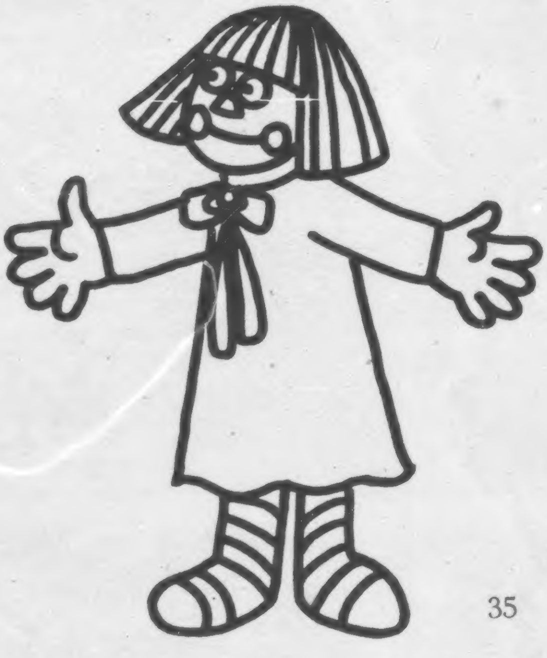
RED

Which picture does not have the "d" sound?









Lesson Six

Introducing n

REVIEW Review the t-d words.

GUESS WHAT Hand puppet of any type (animal or boy) -- call him TOM. Point out t and m sounds. Ask Tom to say each sound worked on to date. His reply each time is, "no, no, no." (n sound).

Tom, can you say p (Tom shakes his head and says, no, no, no.)

Tom, can you say b (Tom shakes his head and says, no, no, no.)

Tom, can you say m (Tom shakes his head and says, no, no, no.)

Tom, can you say t (Tom shakes his head and says, no, no, no.)

Tom, can you say d (Tom shakes his head and says, no, no, no.)

Call him Mr. No No and see if the children can say no, no, no and shake their heads.

Point out the n sound.

ASSIGNMENT Three n words.

DON'T FORGET Paper Bag

Puppet

FUN AND GAMES "n" Sound

MATERIALS

thick string or rope with a knot in it

big needle

nail

PROCEDURE

Pass the string around. See if anyone can untie the knot. See if someone can put a knot in the string. Give each child a chance to manipulate the string. A shoestring may also be used.

Thread a large needle. Let each child take a few stitches on a piece of cloth. More able children may use sewing cards, or stitch around a design.

Have each child pound a nail into a board. Teacher may have to start this procedure. Careful supervision is required.

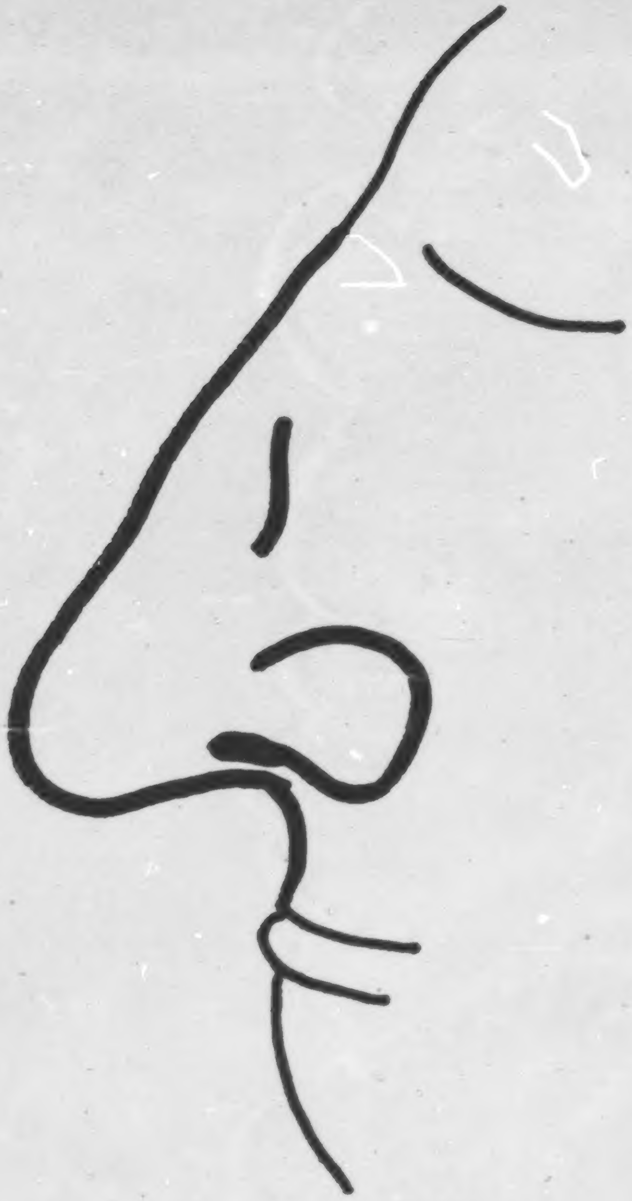
SENTENCES

I hammered nine nails in the board.

Nancy has a green necklace.

My nose and fingers get cold in the winter.

n



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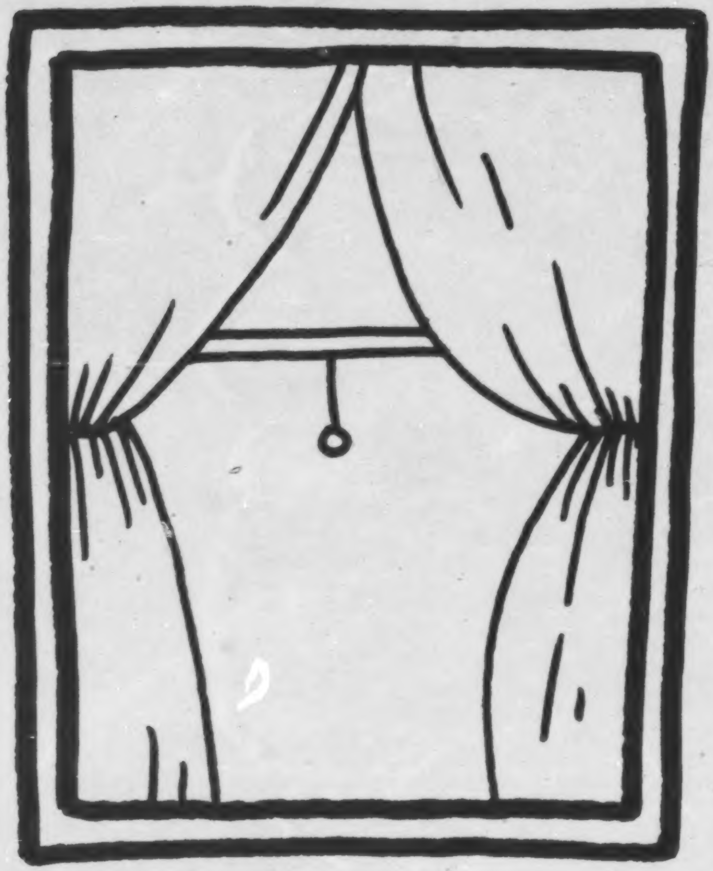
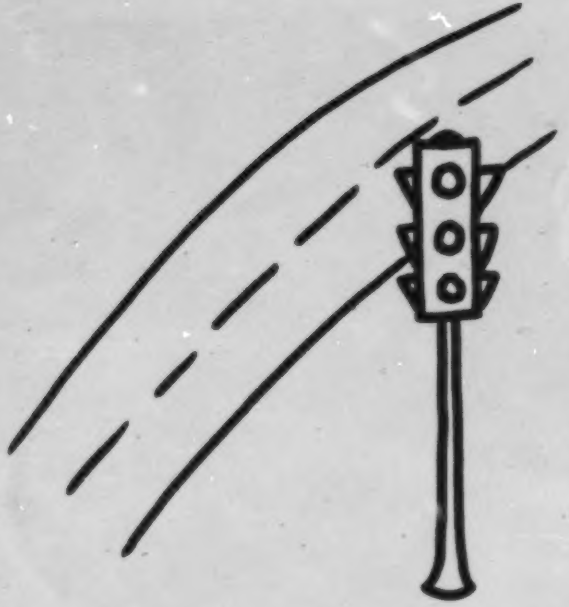
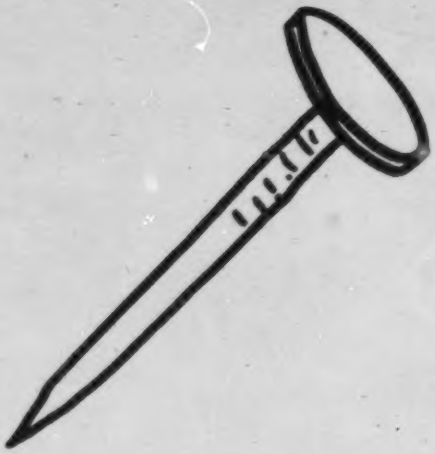


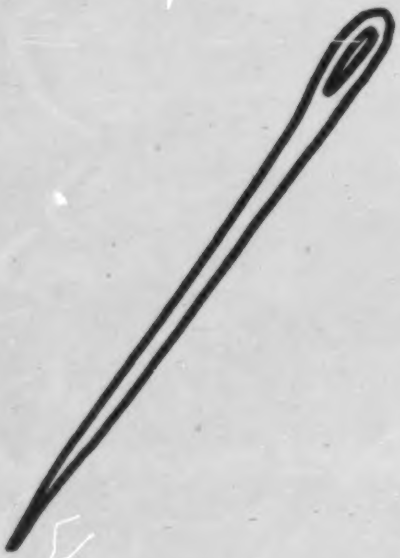
n

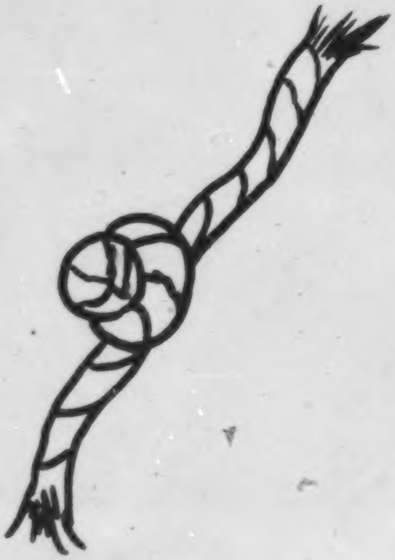
GREEN

Which picture does not have the "n" sound?









Lesson Seven

Introducing f - v

REVIEW

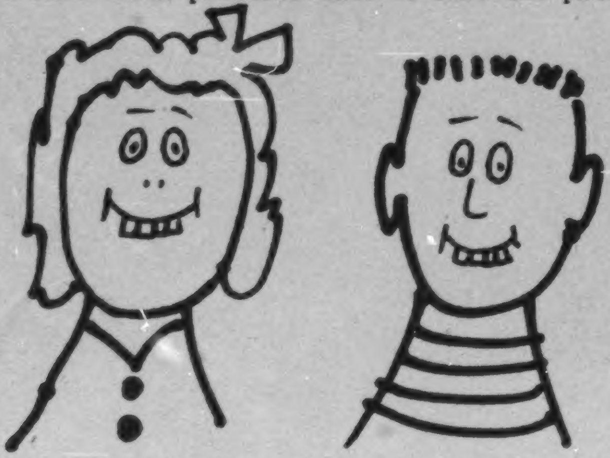
Review the n words.

GUESS WHAT

Big sheets of paper and box of crayons. Draw a simple portrait of each child with exaggerated teeth.

Show the sound made is f-f-f. Turn on voice and make v-v-v.

Put pictures up if the children can make the sounds. They can then take their pictures home to show and practice.



ASSIGNMENT

Three f words - & three v words.
(May be final sounds if easier).

DON'T FORGET

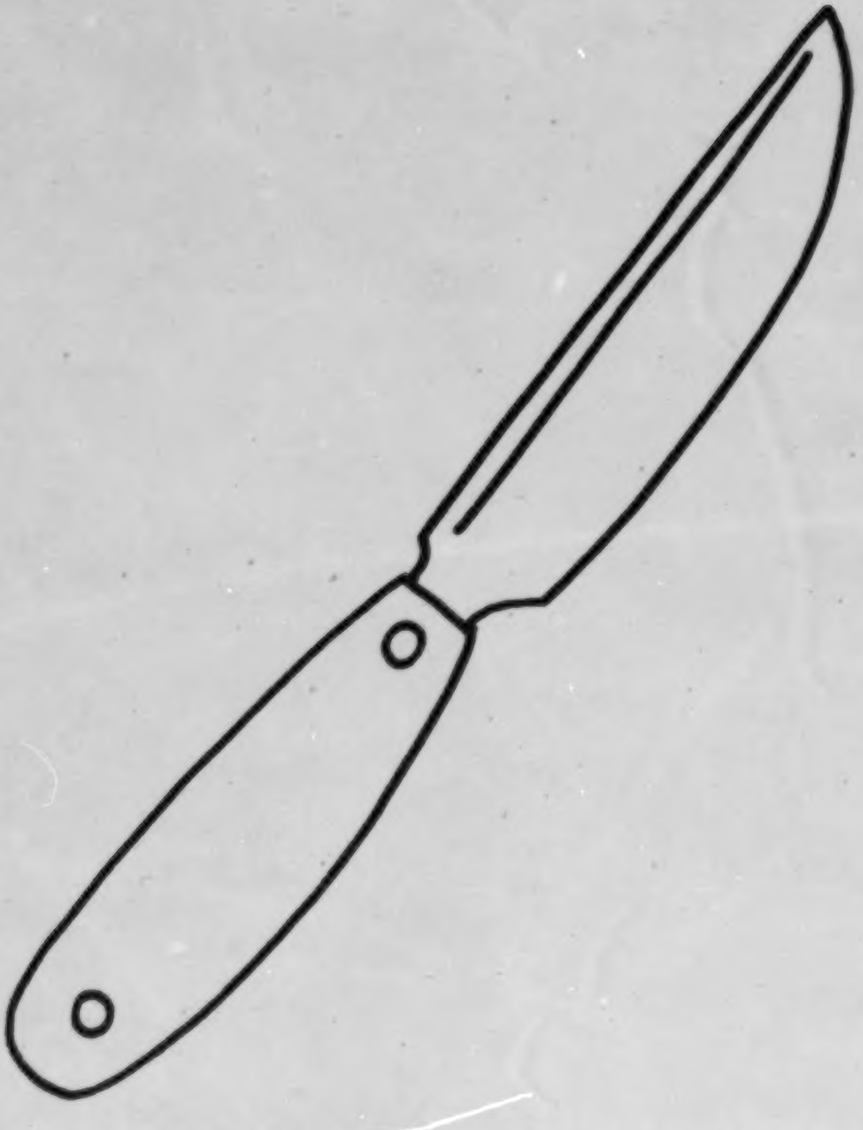
Paper Bag

Big Sheets of Paper

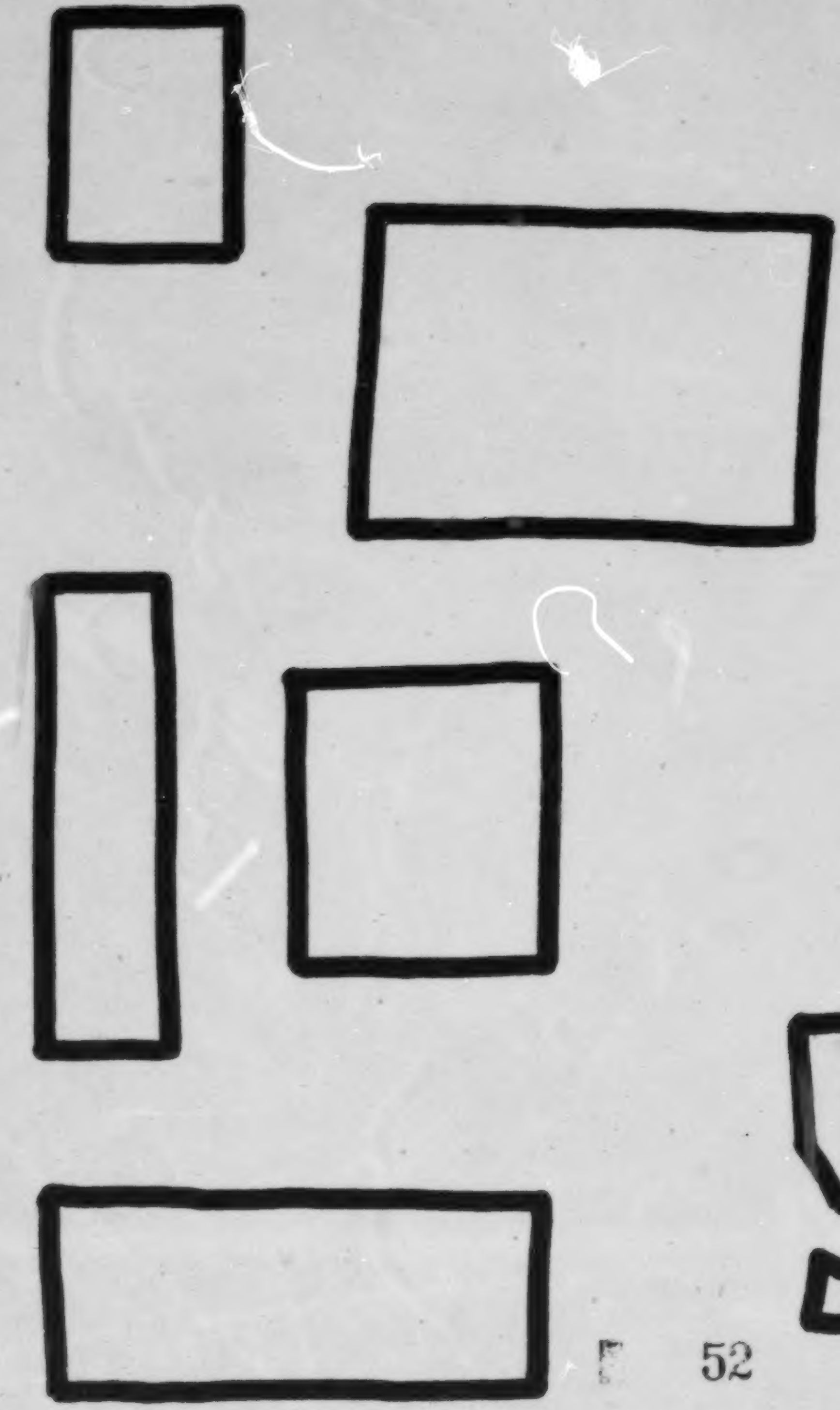
Box of Crayons

FUN AND GAMES	"f" Sound
MATERIALS	fork
PROCEDURE	Let each child hold a fork. Stress proper handling. What types of foods do we eat with a fork? Let each child make his handprint in sugar dough. Bake and ice. Stress fingers. Make footprints in finger paint. Display.
SENTENCES	There are five fish in the bowl. Fred saw a butterfly Friday. I cut my finger with a knife.

f



f

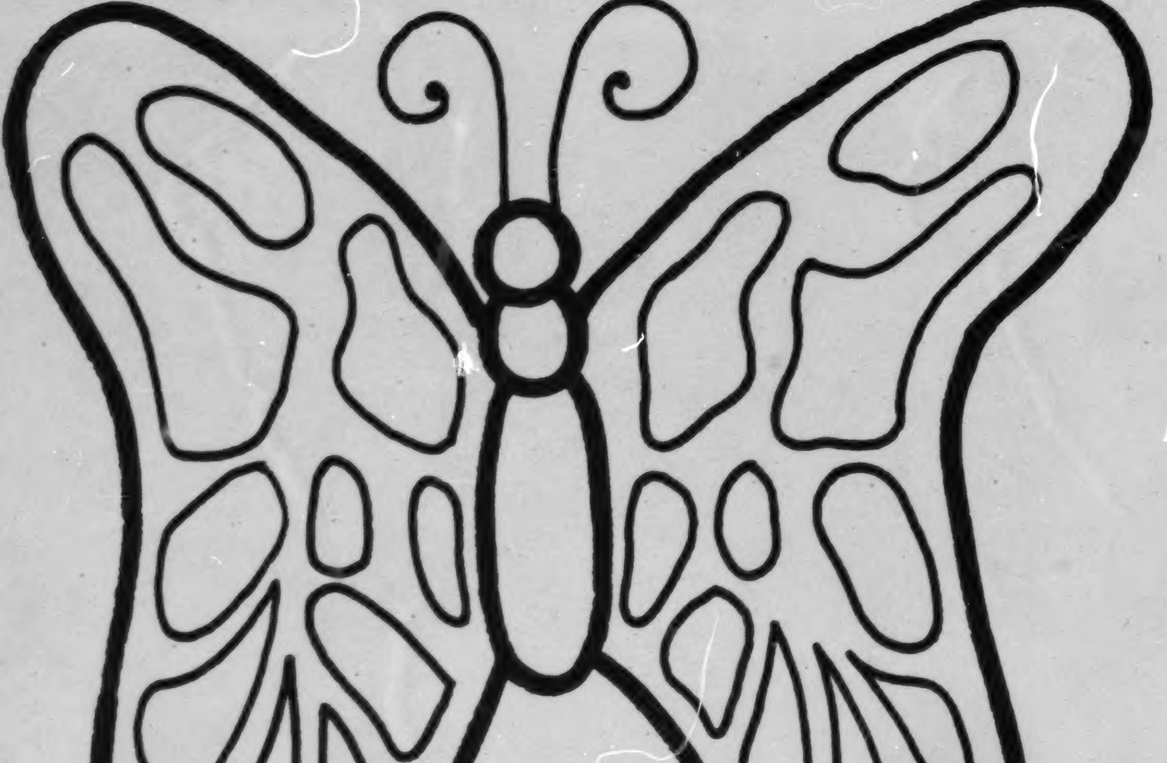


5

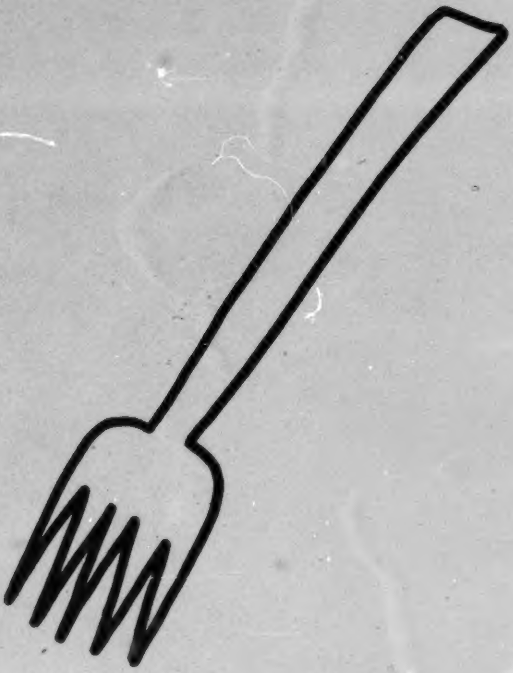
52

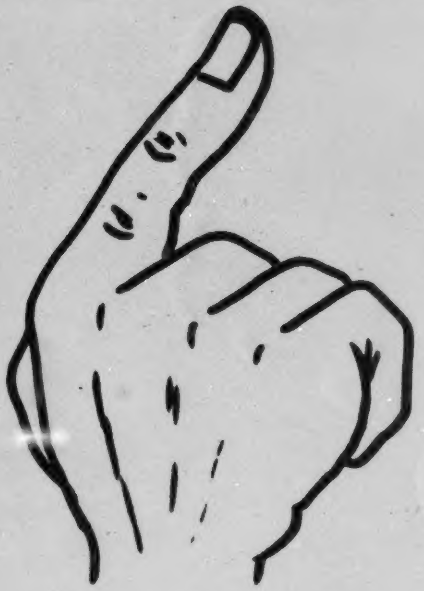
45

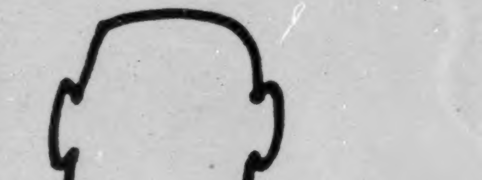
f

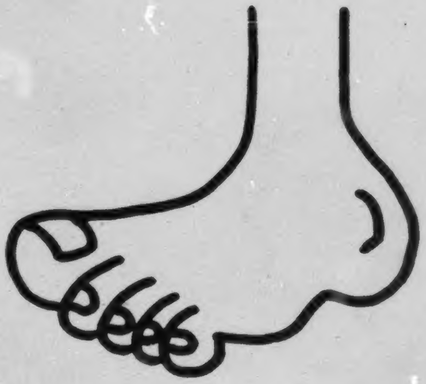


Which picture does not have the "f" sound?









FUN AND GAMES "v" Sound

MATERIALS

vegetables

valentine

vase

PROCEDURE

Have some vegetables for the children to touch, smell and taste (celery, carrots, lettuce), mention others. Incorporate this procedure at lunch time.

Make valentines if this lesson is used in February. Otherwise, mention that we send valentines and show a picture or one that is three dimensional.

Let children make vase for artificial or real flowers out of bottles or cans. These can be given as gifts.

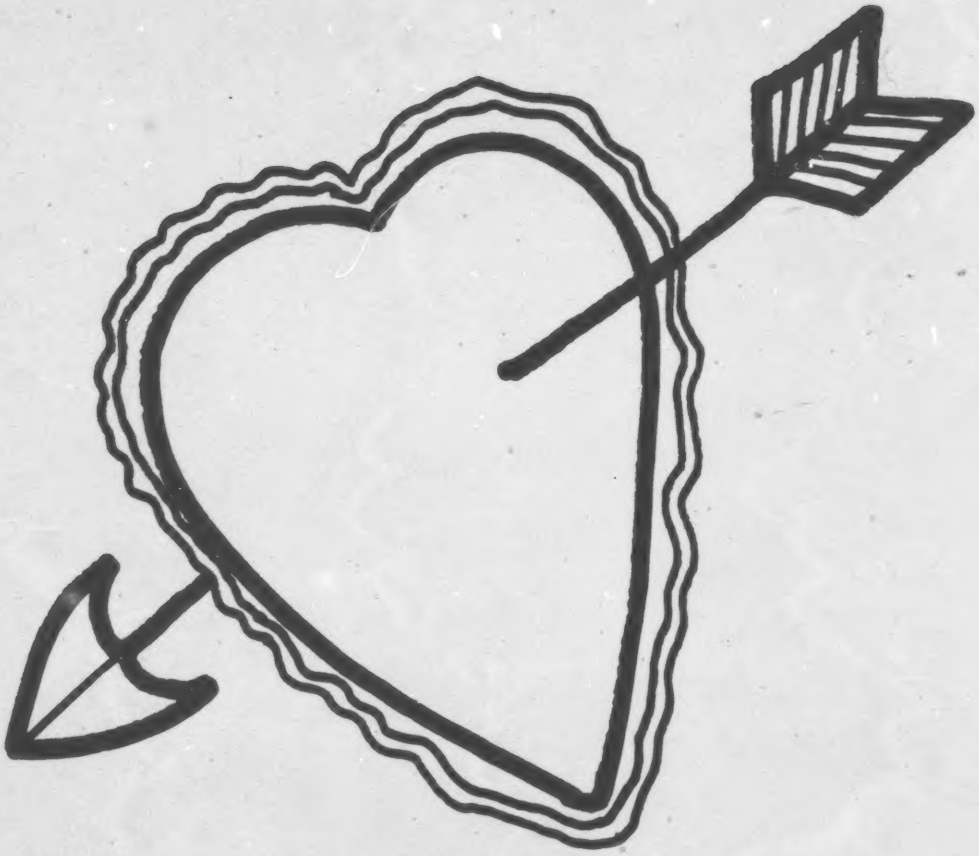
SENTENCES

I gave valentines to my friends.

I like to watch television.

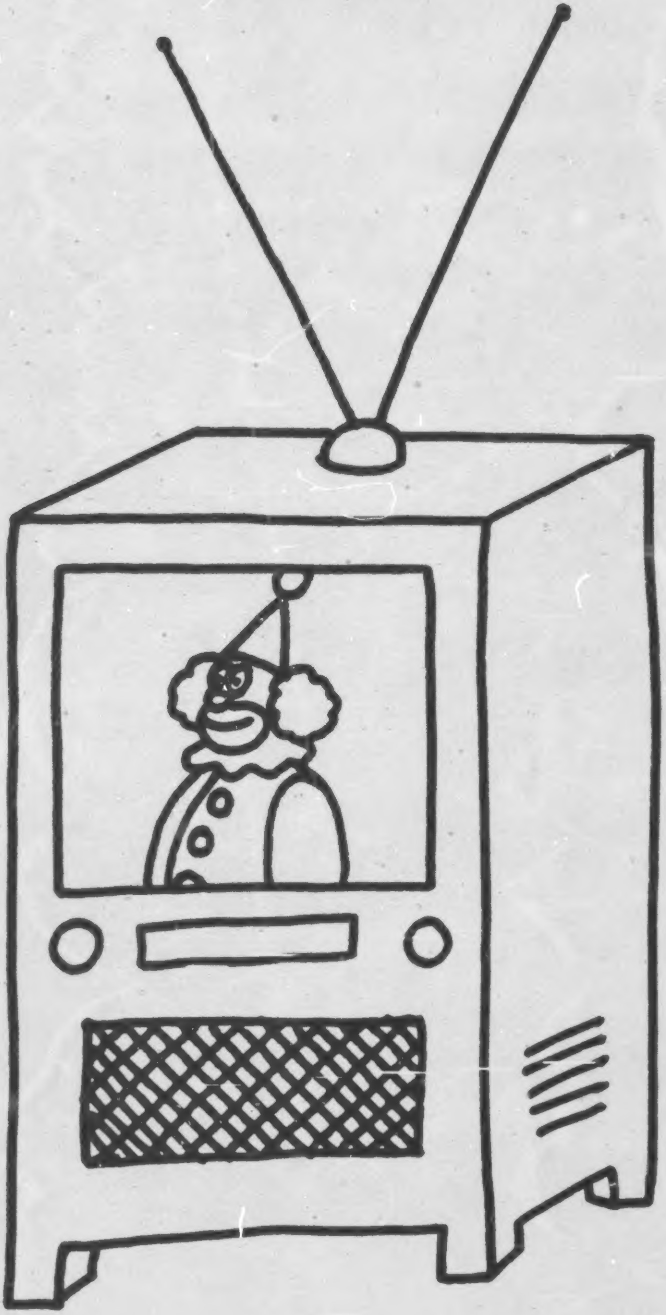
John has five pieces of candy.

V

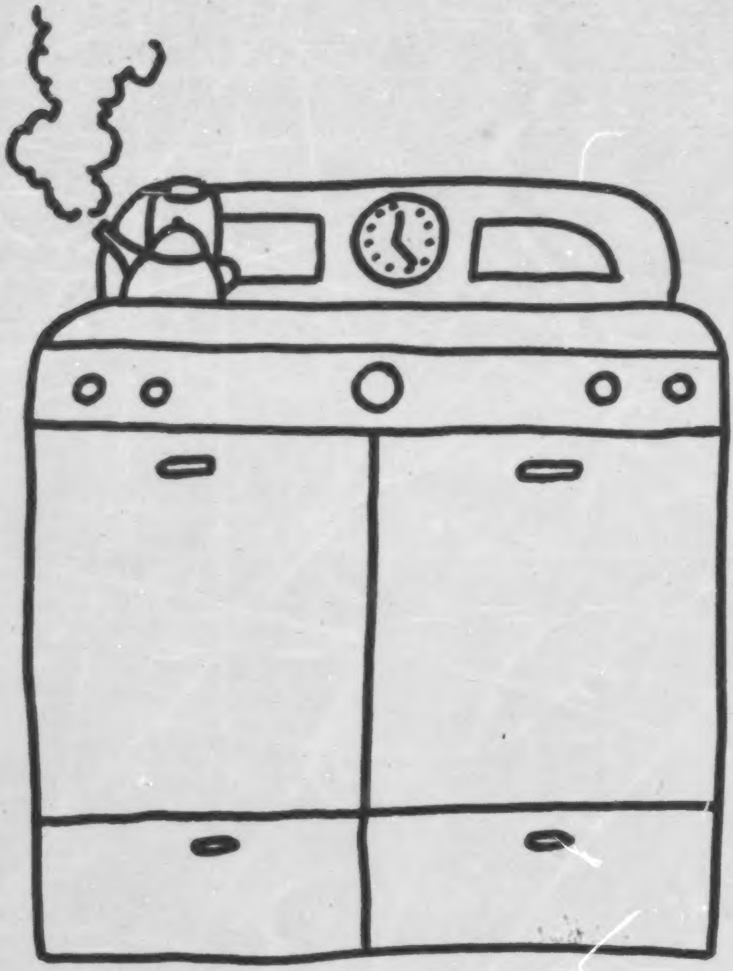


56

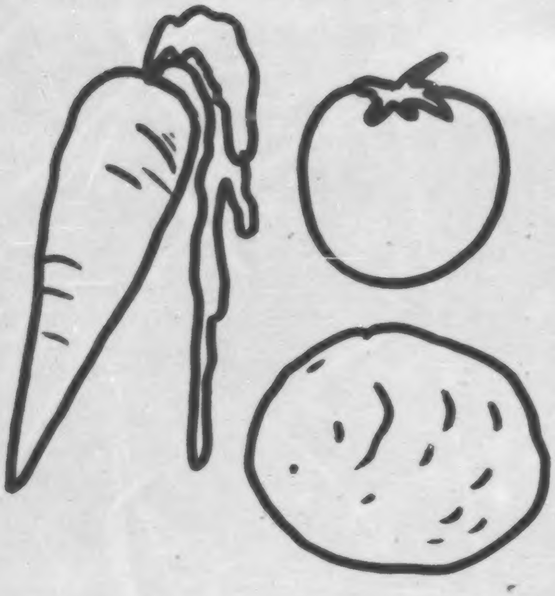
V

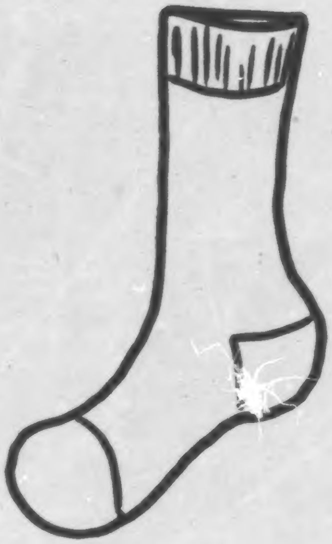


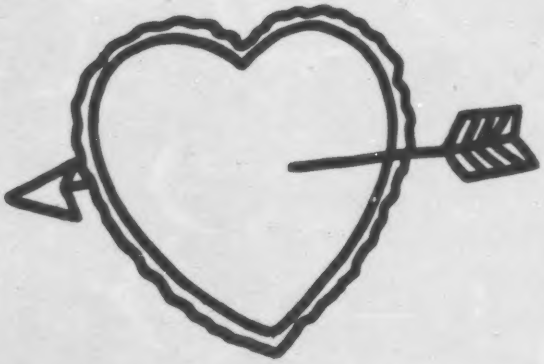
V

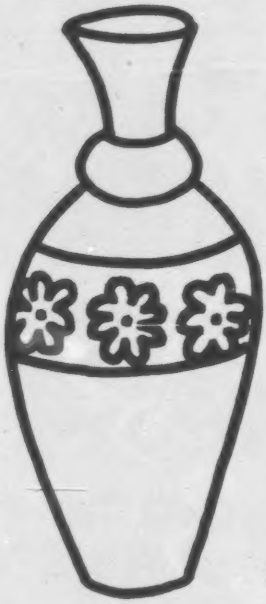


Which picture does not have the "v" sound?









Lesson Eight

Introducing th

REVIEW Review the f-v words.
Play Jack-In-The-Box.

Jack-In-The-Box

Jack-In-The-Box come out (tongue out)

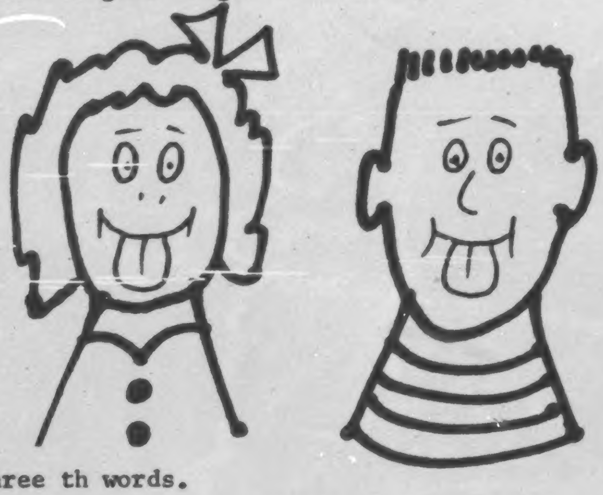
Go up (tongue up)

Go down (tongue down)

Go over (tongue far to one side)

Go over (tongue far to other side)

GUESS WHAT Large sheets of paper with boy or girl pictures already drawn on them with large protruding tongues. Have the children color these tongues bright red and say-- th-th-th.



ASSIGNMENT Three th words.

DON'T FORGET Paper Bag

Pictures of boys and girls

Red Crayons

FUN AND GAMES "th" Sound

MATERIALS thread

needle

PROCEDURE Have a mitten--use thumb. Have each child point to his thumb.

The Mitten Song

"Thumbs in the thumb place,
fingers all together!"
This is the song
We sing in mitten weather.
When it is cold,
It doesn't matter whether
Mittens are wool,
Or made of finest leather,
This is the song,
We sing in mitten weather:
"Thumbs in the thumb place,
fingers all together!"

Marie Louis Allen

Show the children a spool of thread. Let them thread a needle. If this is too hard a task, give them help and then let them practice sewing on a scrap of material.

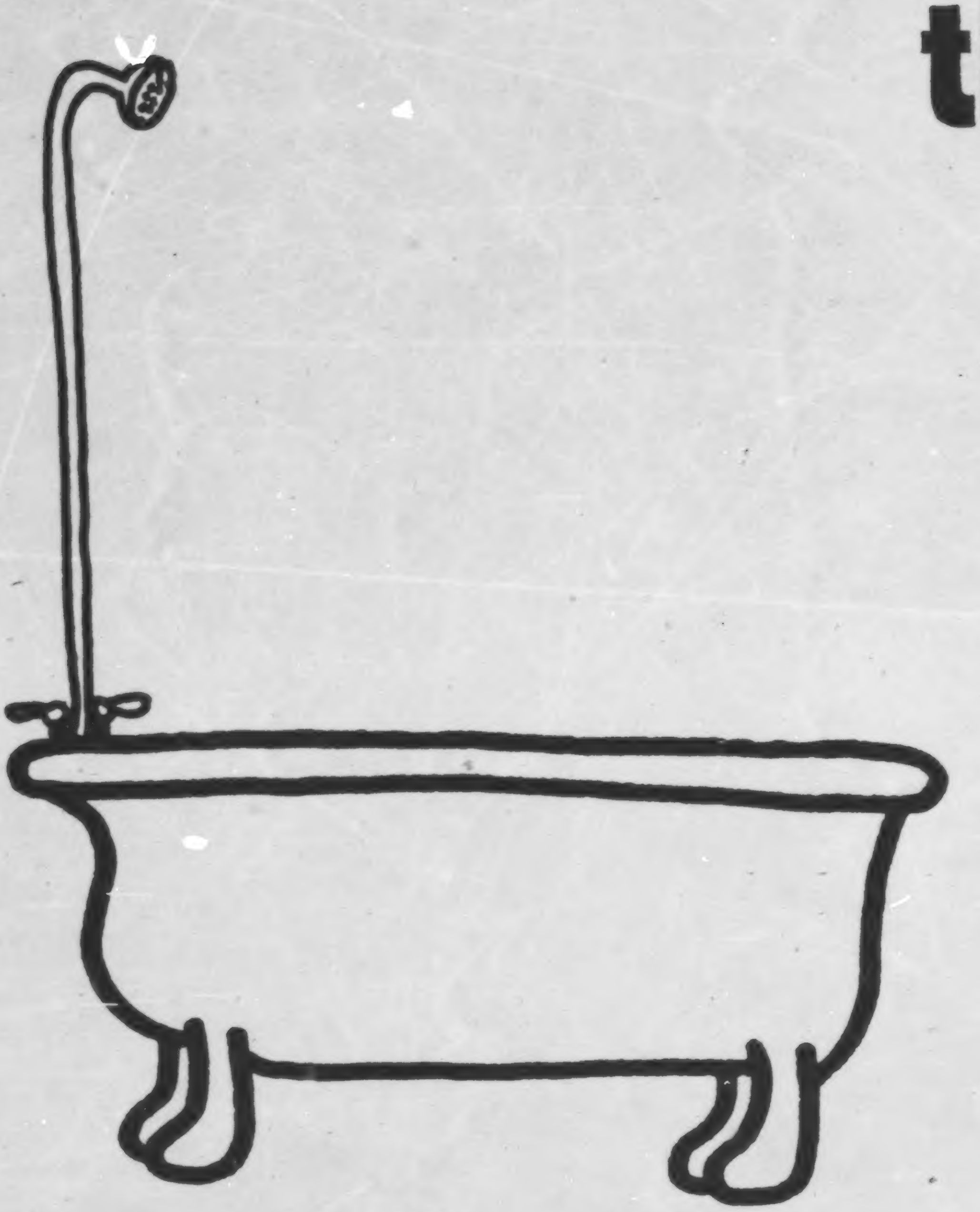
Have the children make the number three. If done correctly let them take three pieces of candy from you, counting as they take it.

SENTENCES Bob gave me three cookies.

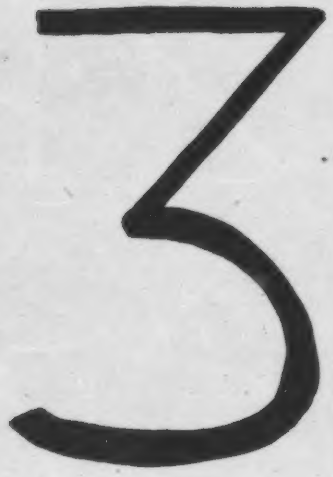
John went to the bathroom to wash his hands.

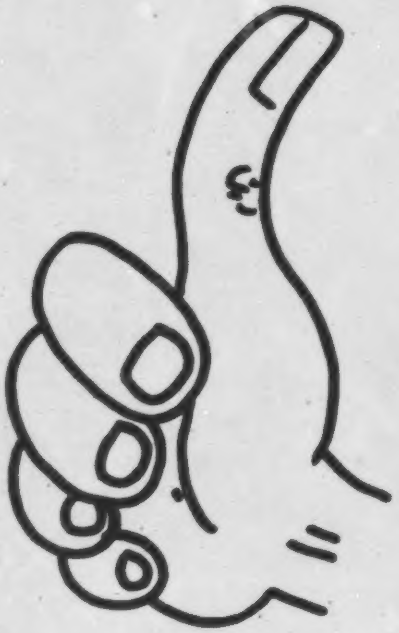
I brush my teeth everyday.

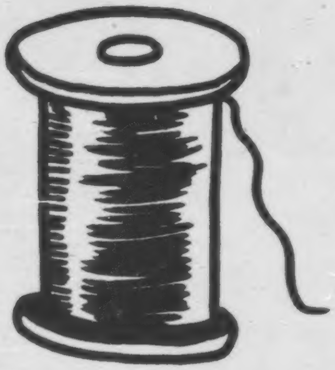
th

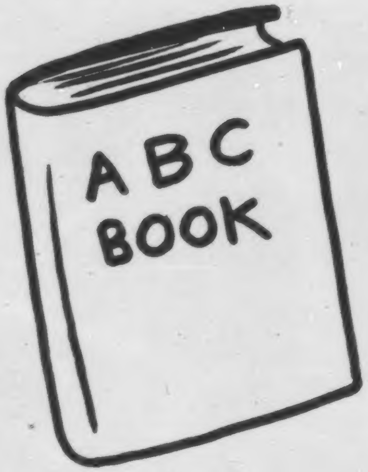


Which picture does not have the "th" sound?









Lesson Nine

Review

REVIEW	Review all the th words.
GUESS WHAT	Make an attractive bag, box or hat. Inside, put cards with pictures of objects beginning with p-b-m-t-d-n-f-v-th. Let the children draw out a card and name it. Try to name them all.
DON'T FORGET	Attractive Bag, Box or Hat Picture Cards
SUGGESTIONS FOR PICTURE CARDS	p -- pencil, pear, pig, pillow, pipe, pumpkin, penny b -- bed, book, boat, bird, belt, bus, boy, bat, ball m -- mouse, moon, money, monkey, mop, mitten, milk, match t -- table, tire, toaster, top, towel, turkey, turtle d -- desk, dishes, doctor, dog, doll, door, duck n -- nail, needle, nest, newspaper, nickel, nine, numbers f -- fan, farmer, feather, fence, finger, five, fish, fire, fork, four v -- valentine, vegetables, violin th -- three, thread, thimble

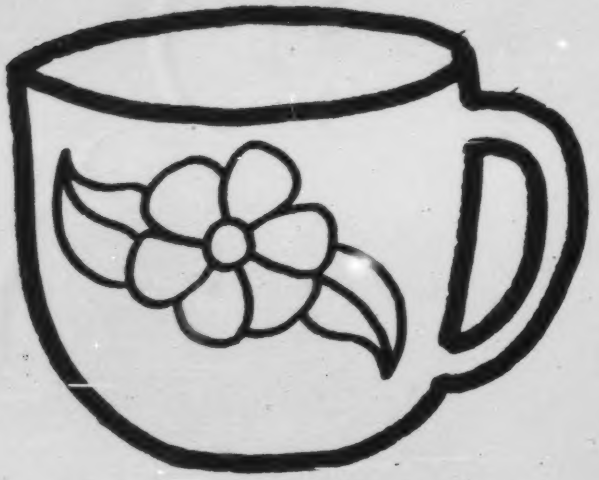
Lesson Ten

Introducing k - g

REVIEW	Review p-th using picture cards from grab bag.
GUESS WHAT	Use a different puppet--one whose name can be Karl. We used a Crow. Introduce Karl. Say he has a bad cough and can't say anything except k-k-k. Turn on voice and say g-g-g.
ASSIGNMENT	Three k words.
DON'T FORGET	Paper Bag Puppet Named Karl

FUN AND GAMES	"k" Sound
MATERIALS	coat key can
PROCEDURE	Each child puts on his coat and says, "I'm putting on my coat." (Meaningful sentence). Let the children handle the key and say its name. Some may try to unlock the door with the key. Say, "This is a key." Have a can available for each child to handle. Try to name different things that come in a can. Display different types of cans. Show that there are different sizes and shapes. ("________ comes in a can.")
SENTENCES	My car is blue. Kenny put water in the bucket. The book is black.

k



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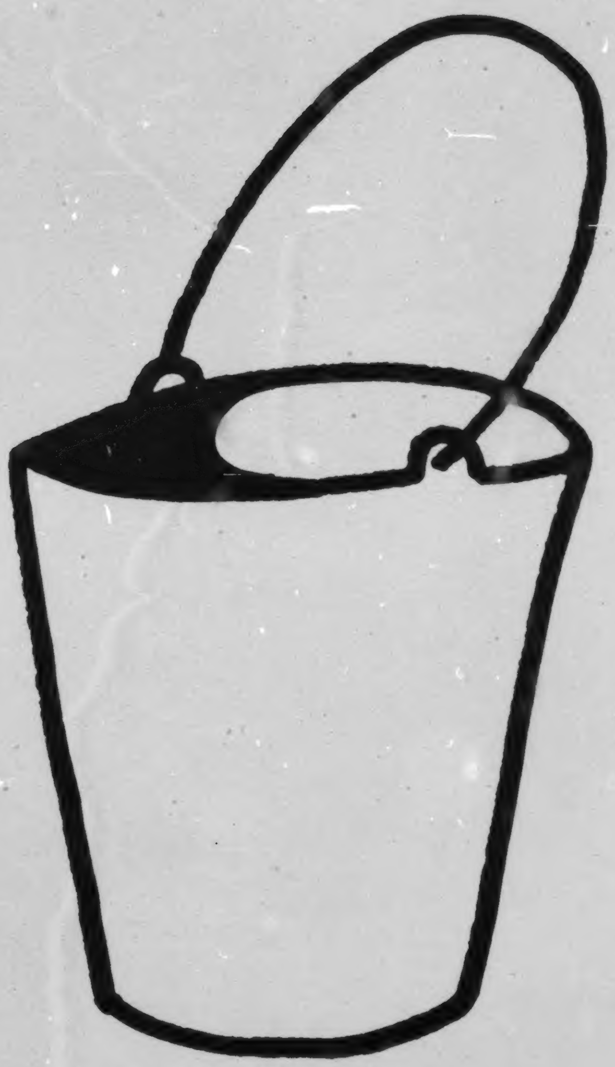

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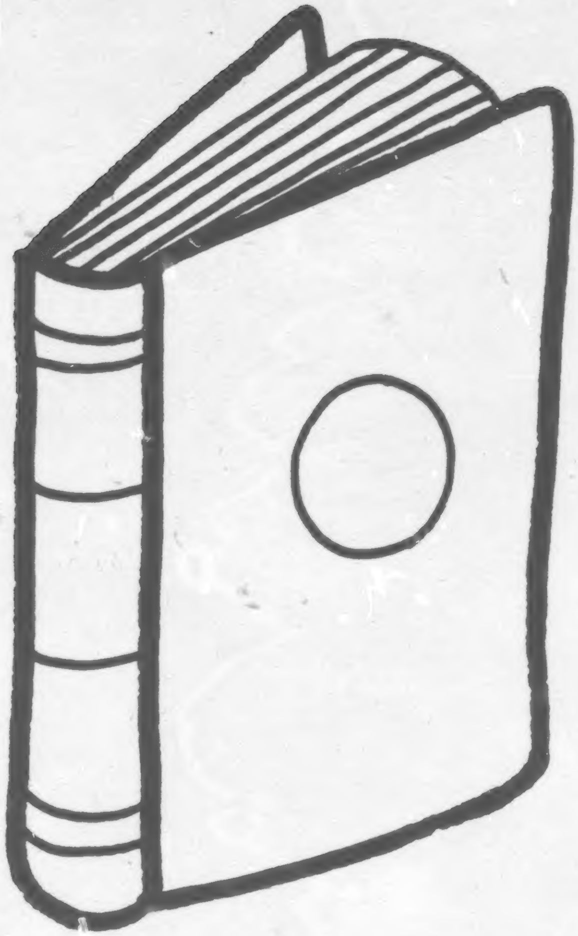
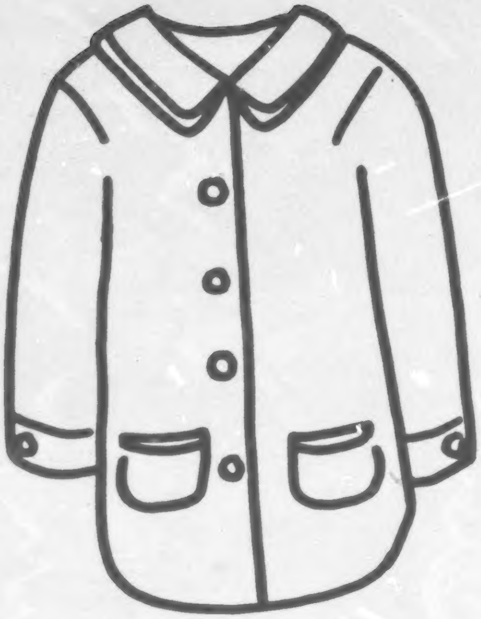
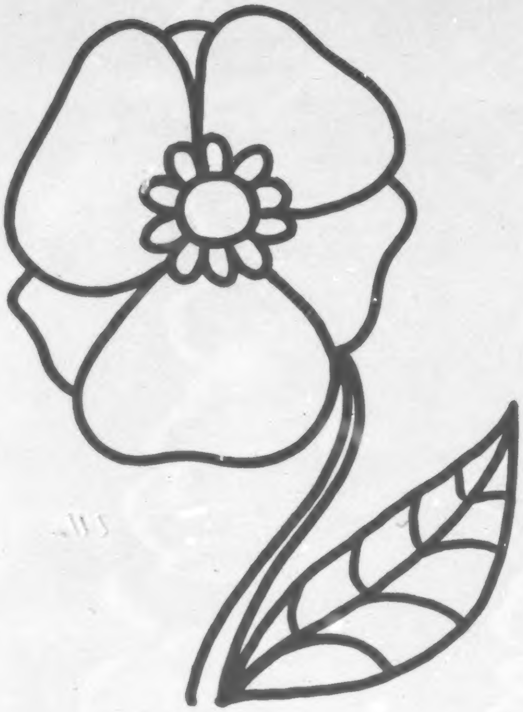
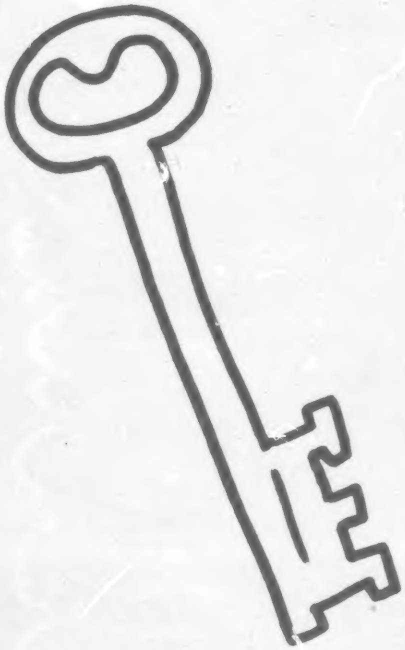
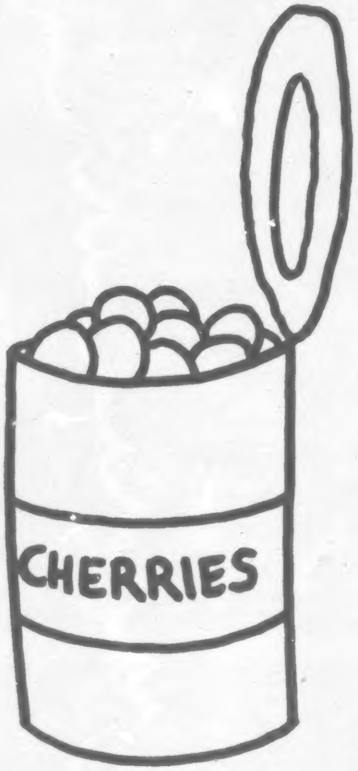


Which picture does not have the "k" sound?









FUN AND GAMES "g" Sound

MATERIALS

gum

guitar

gun

PROCEDURE

Have a toy gun that the children can handle. Boys may want to play a game of cowboys and indians.

Have a toy or real guitar and let the children strum it. If the teacher plays guitar, sing one or two songs.

Have enough gum for each child. Give them a stick when they say the word to the best of their ability.

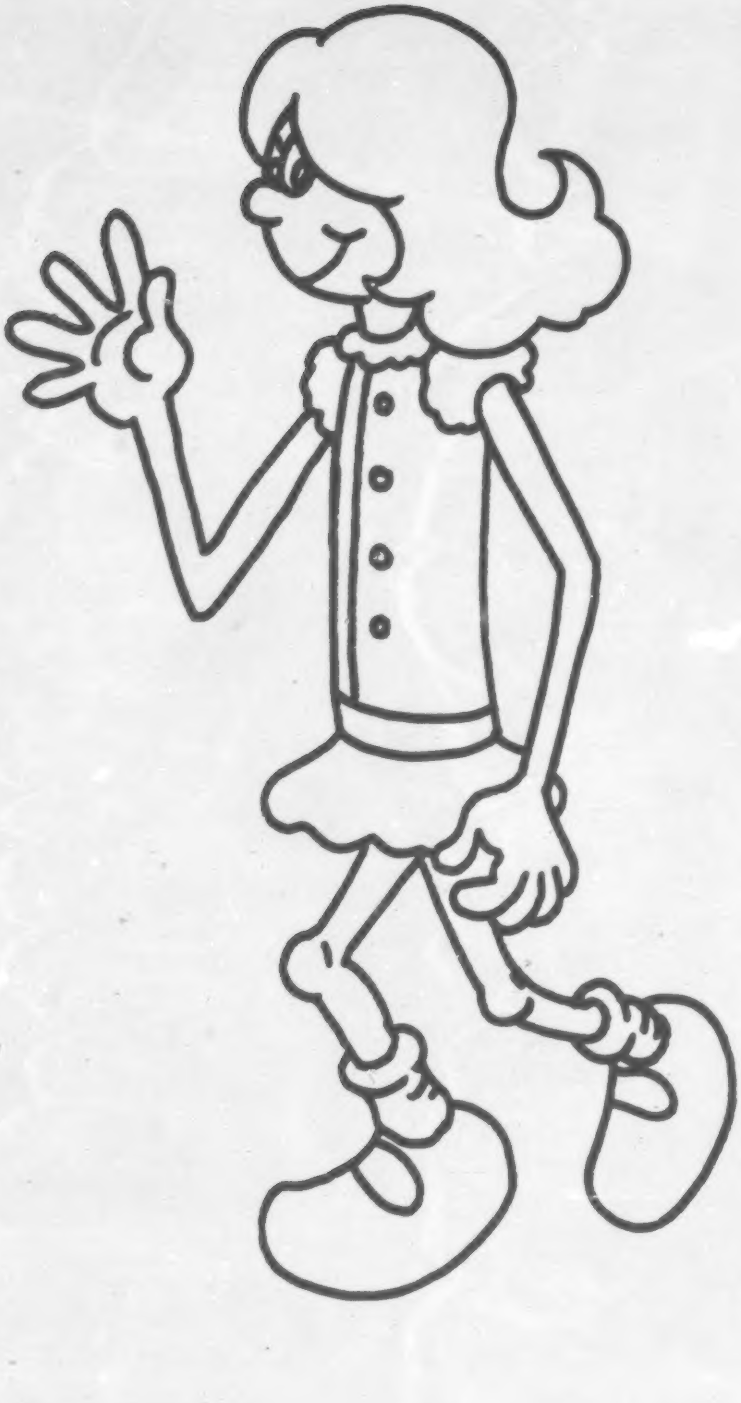
SENTENCES

Give me the green book.

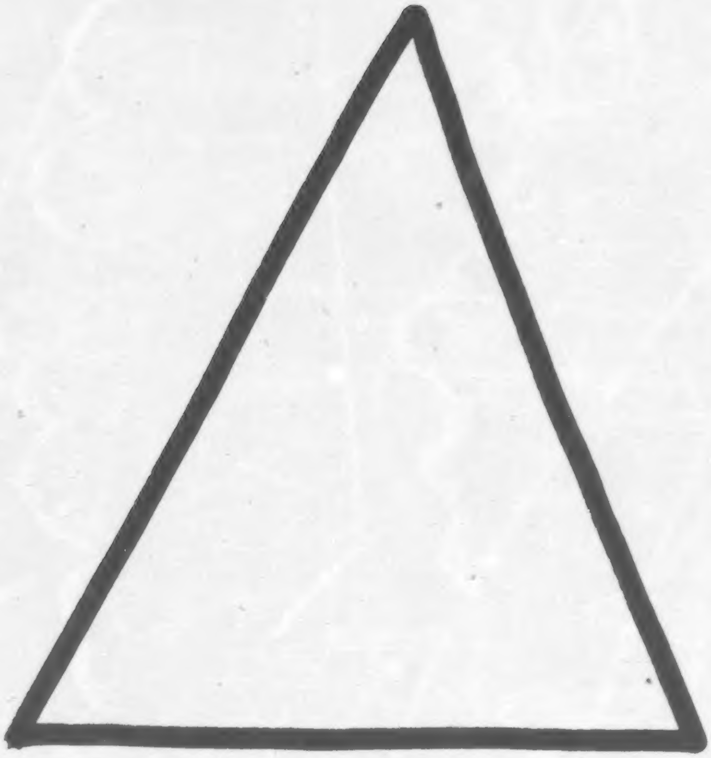
The triangle has three sides.

The flag is red, white and blue.

g

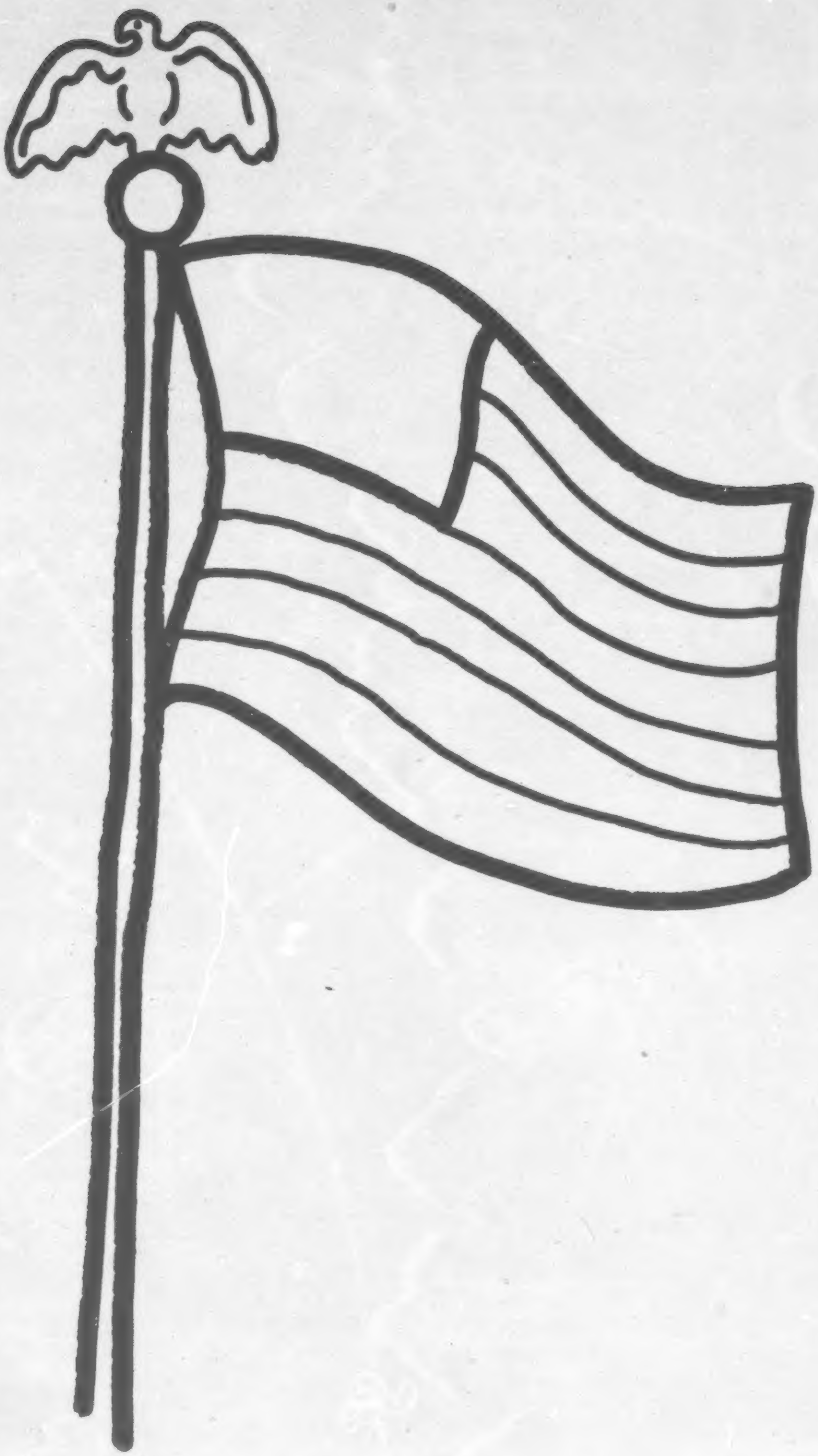


g

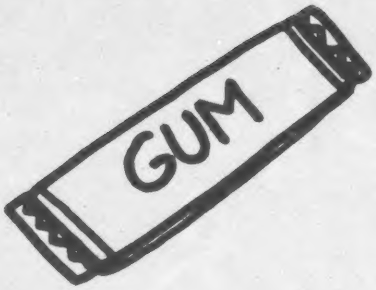


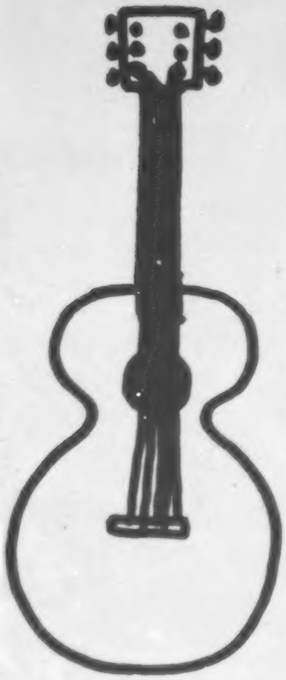
GREEN

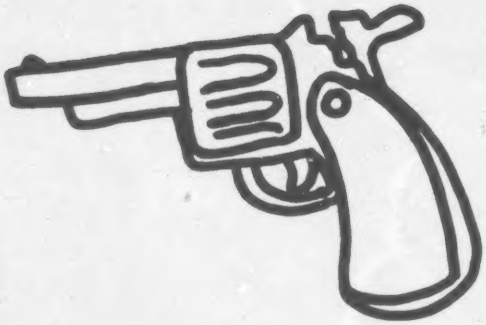
g

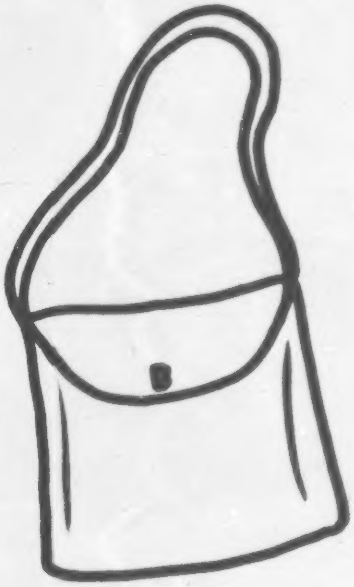


Which picture does not have the "g" sound?









Lesson Eleven

Katy

REVIEW	Review k - g.
GUESS WHAT	Paper bag with piece of music in it or any small instrument you could play. Sing K-K-K-K-Katy. Be sure to learn Katy, girl and kitchen.
ASSIGNMENT	Learn to sing one verse -- K-K-K-K-Katy.
DON'T FORGET	Paper Bag Piece of Music or Musical Instrument
SONG	K-K-K-K-Katy Beautiful Katy You're the only g-g-g-girl That I adore When the moon shines over the cow shed I'll be waiting at the k-k-k-kitchen door

Lesson Twelve

Introducing s

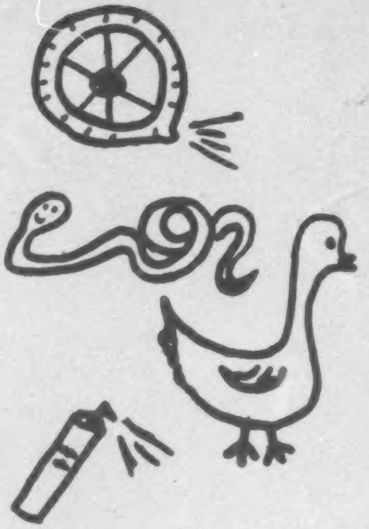
REVIEW Review K-K-K-K-Katy.

GUESS WHAT Draw on the board a punctured tire --

a snake --

a goose --

and an aerosol spray can --



"What sound do they all make?" s-s-s-s-s-s

"Which one do I have in the bag?" An aerosol can. Show how it makes a sharp s-s-s-s-s sound because the spray comes across the sharp edges of the nozzle. Try making the sound with your teeth closed s-s-s-s-s.

ASSIGNMENT Produce sound by itself. Check closely to see which children can produce the sound. Work for s words in follow-up lessons.

DON'T FORGET Paper Bag

Aerosol Spray--Something harmless such as Room Deodorant

FUN AND GAMES "s" Sound

MATERIALS

sack

soap

scissors

PROCEDURE

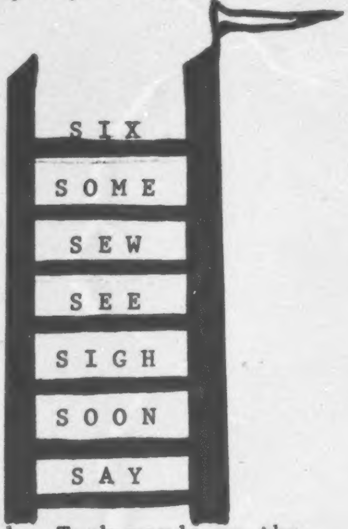
Have the children make paper sack puppets.

Show the soap. Have each child wash his hand properly. Tell how soap feels. What happens to soap when it gets wet? If the children in the class are older, they can make soap carvings and display them.

Have the children use scissors to cut out pictures. Stress staying on the lines, holding scissors properly. Give individual help where needed.

Present Speech Ladder:

s-ay	say
s-oo	soon
s-i	sigh
s-ee	see
s-oh	sew
s-um	some
s-ix	six



Bring in a ladder or make one on the board. Tack words on the steps. The child who can say the words "climbs" up the steps. He falls down if he misses. Place a small flag or prize at the top for winners.

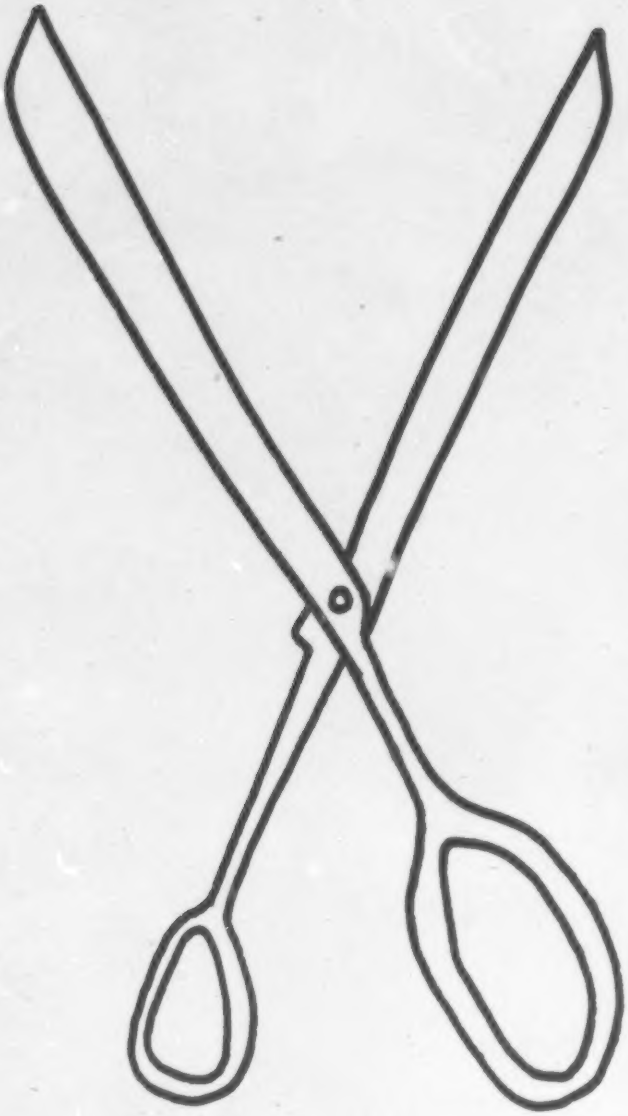
SENTENCES

The snake is in the cage.

My scissors are broken.

Bob rides a bus to school.

S



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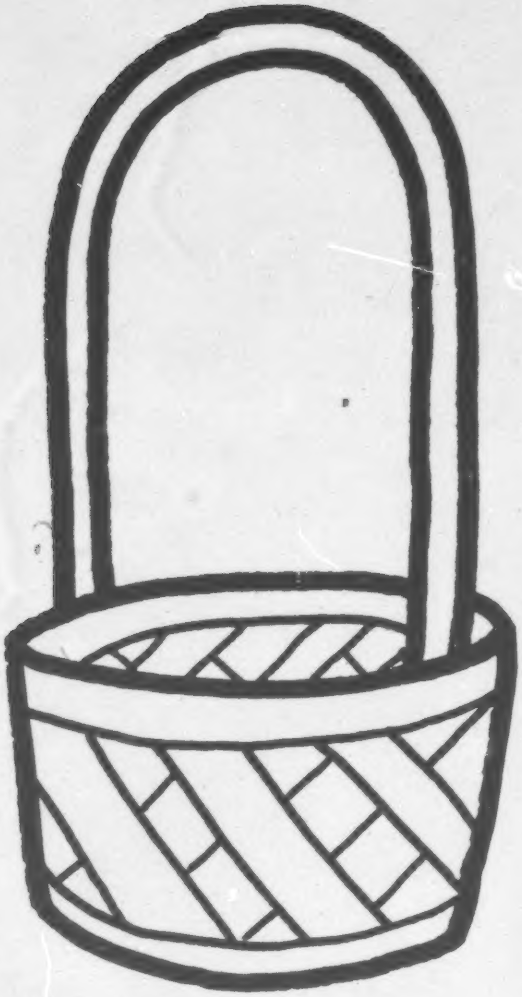

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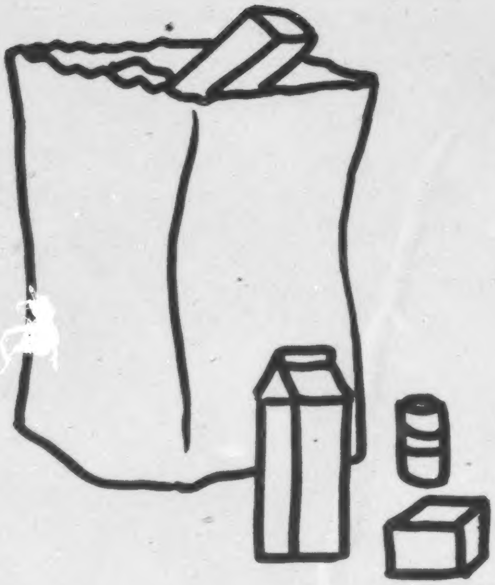
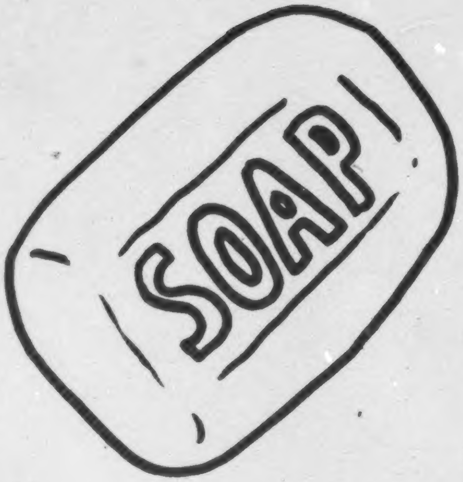
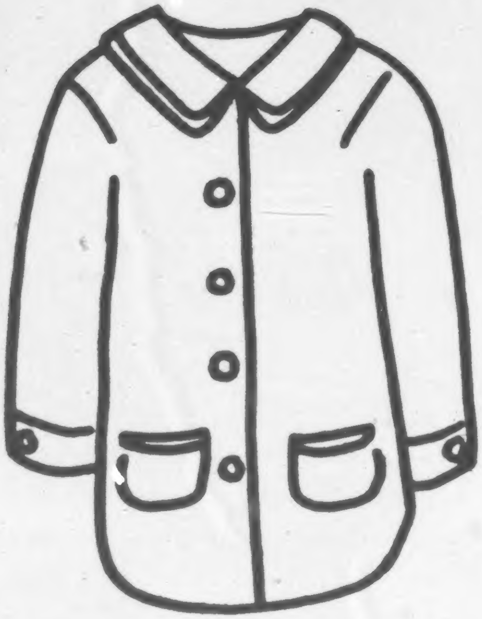
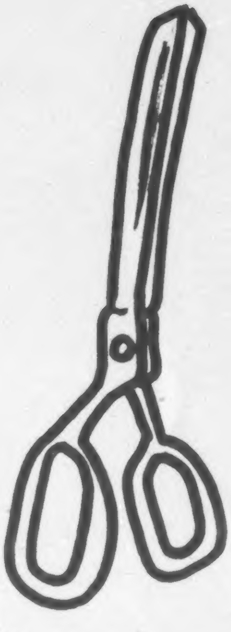








Lesson Thirteen

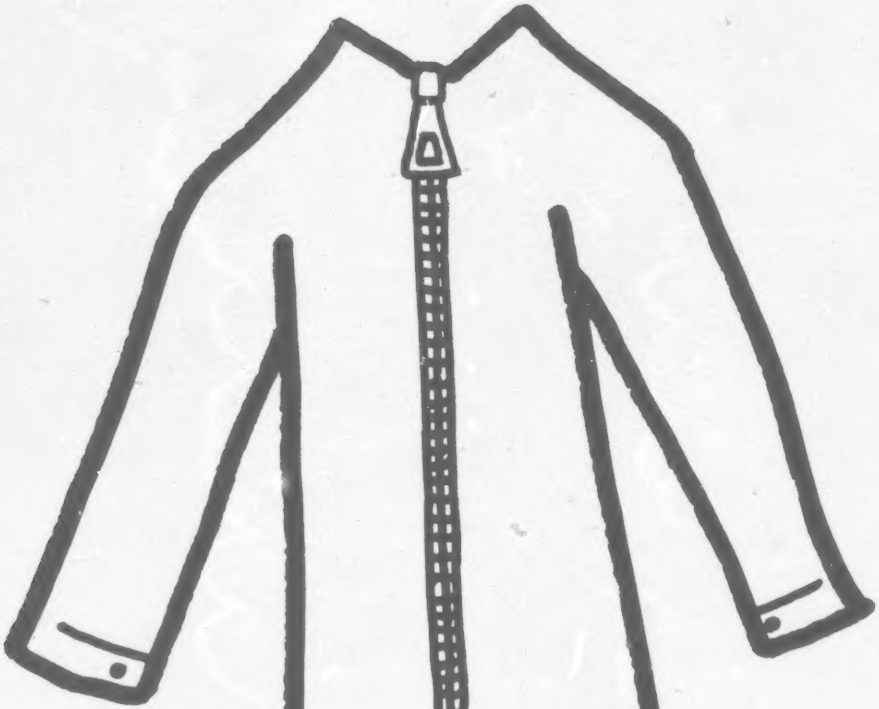
Introducing z

REVIEW	Review the s sound.
GUESS WHAT	Cut paper bees, or use a taste of honey from a jar of honey or a honeycomb. Talk about bees.* Produce z-z-z-z-z sound. Give taste of honey as reward.
ASSIGNMENT	Three s words - three z words--i.e. zoo, zipper, puzzle.
DON'T FORGET	Paper Bag Bees or Honey

*We obtained bright colored bees from the Citgo Oil Company and were able to give them as reward to take home. Inexpensive bees can also be purchased at floral supply stores.

FUN AND GAMES	"z" Sound
MATERIALS	zipper cheese puzzle
PROCEDURE	Have an article of clothing or a large mounted zipper that a child can practice zipping and unzipping. Also, practice this on articles of clothing. Have cheese that the children can taste if they say the word correctly. Let each child cut out his own slice. Help where needed. Give each child a puzzle to be taken apart and reassembled. Give reward if the task is completed correctly.
SENTENCES	Bob has a zipper on his jacket. We play with puzzles at school. We had cheese sandwiches for lunch.

Z



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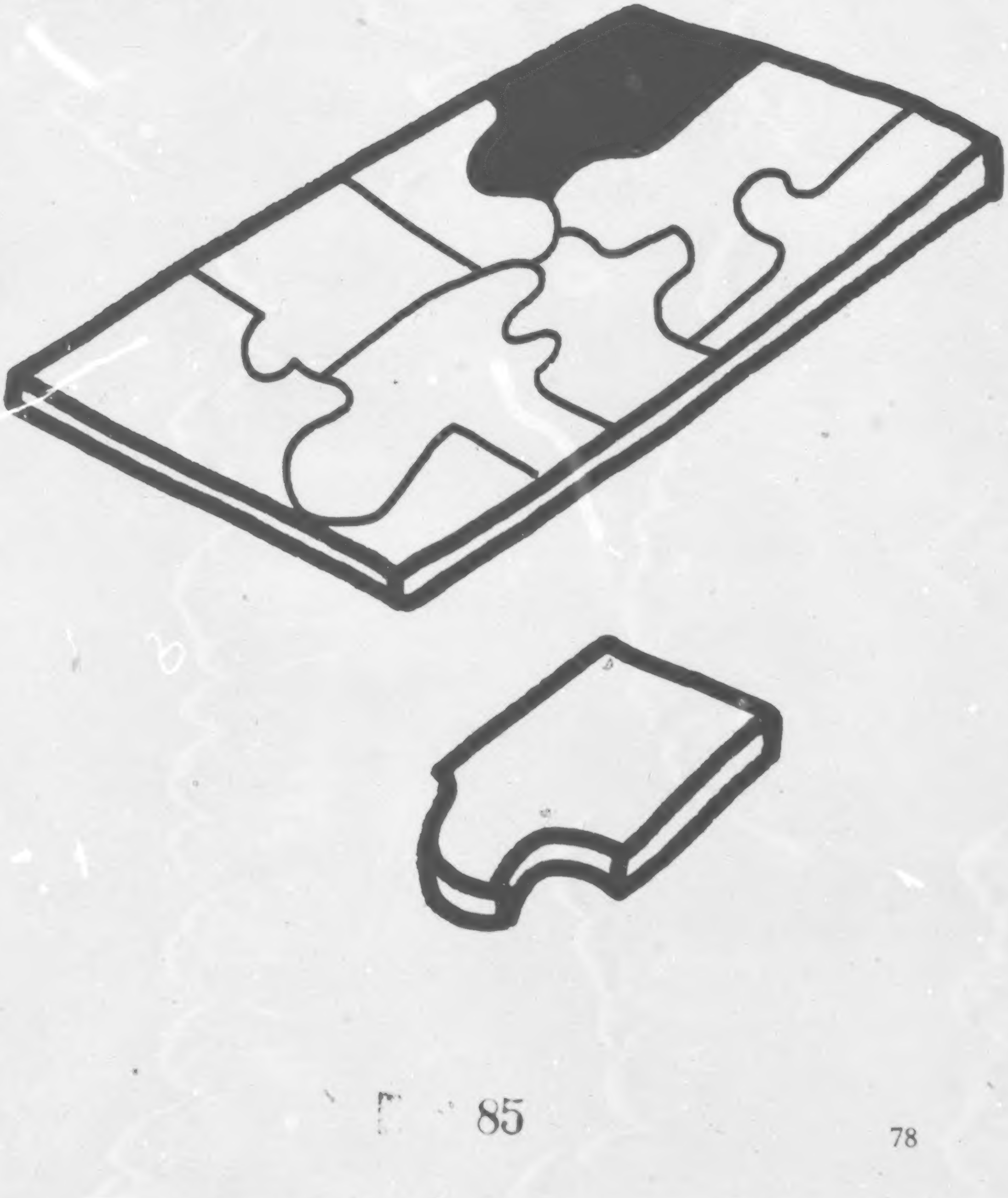

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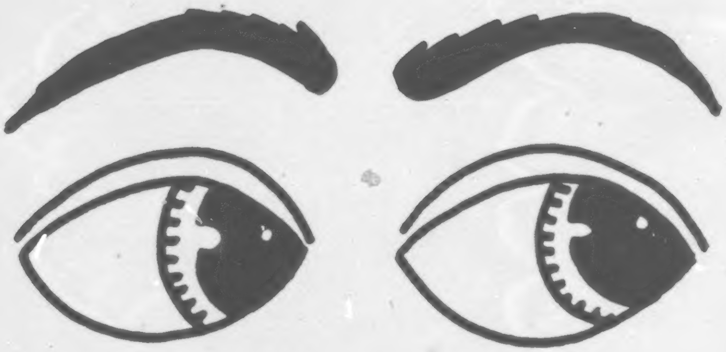

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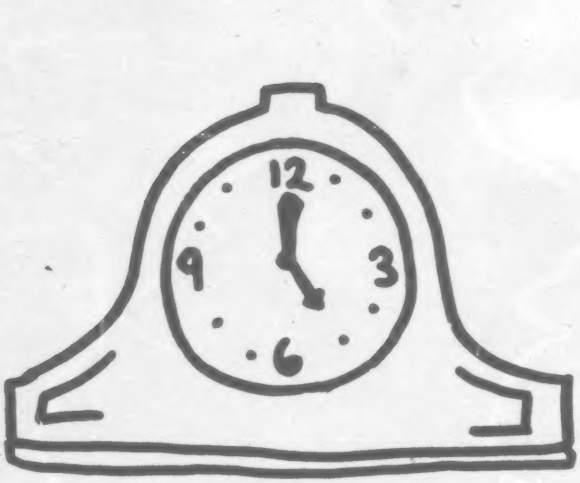
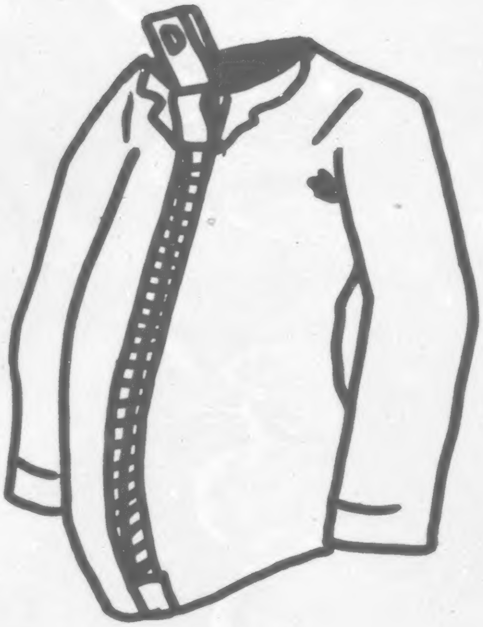
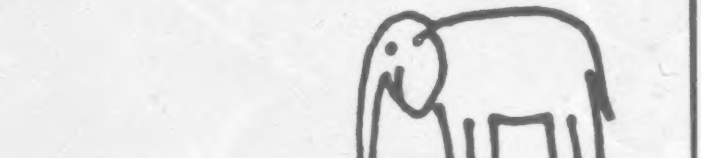
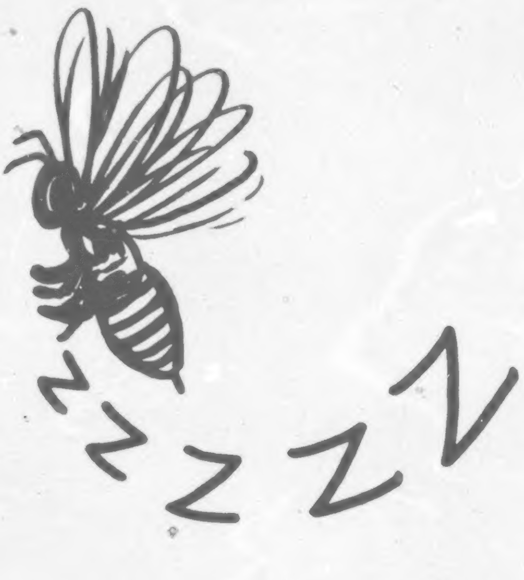








Lesson Fourteen

Introducing sh

REVIEW	Review s-z. Talk about whisper voices and being very quiet. Say, "sh-sh-sh" with finger on lips.
GUESS WHAT	Bring out a large sea shell and say, "Shhh, listen for the ocean in the shell." Let each child listen and say, "shhh." Reward a good attempt with a small sea shell or macaroni shell to take home.
ASSIGNMENT	Three sh words.
DON'T FORGET	Paper Bag Small Sea Shells and/or One Large One

FUN AND GAMES "sh" Sound

MATERIALS

sea shell,
egg shell or
turtle shell

shirt

sugar

PROCEDURE

Let each child listen in the seashell. Using egg shells, dye them, replace them in egg carton, put in soil, plant seeds. Can be given as gifts.

Have a small turtle that children can care for. Talk about his shell.

Let each boy describe his shirt. Talk about a dress shirt worn with suit and tie.

Have the class make sugar cookies. Class may have cereal with sugar if the sound is made.

Children sit in a row and the leader says shhh with his finger on his lips. Each child turns to the next child and says, shhh. The last one yells booo. Last player moves to the head of the line. Start again.

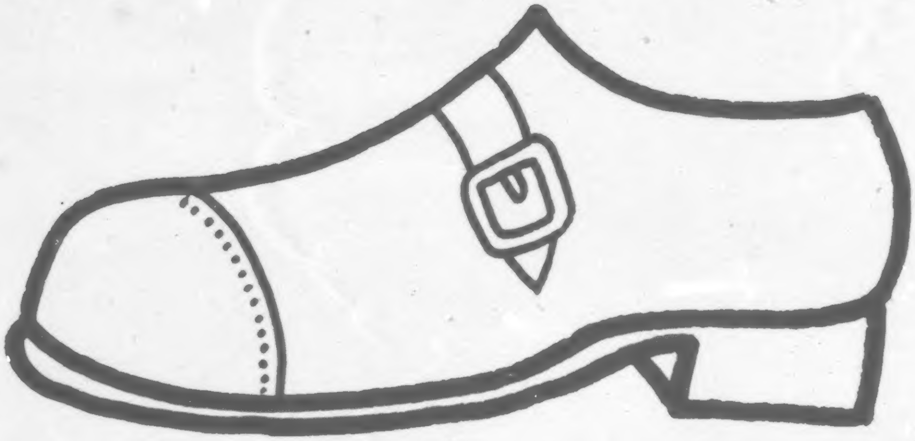
SENTENCES

John's shirt is green.

I found a seashell at the beach.

I paint with a brush.

sh



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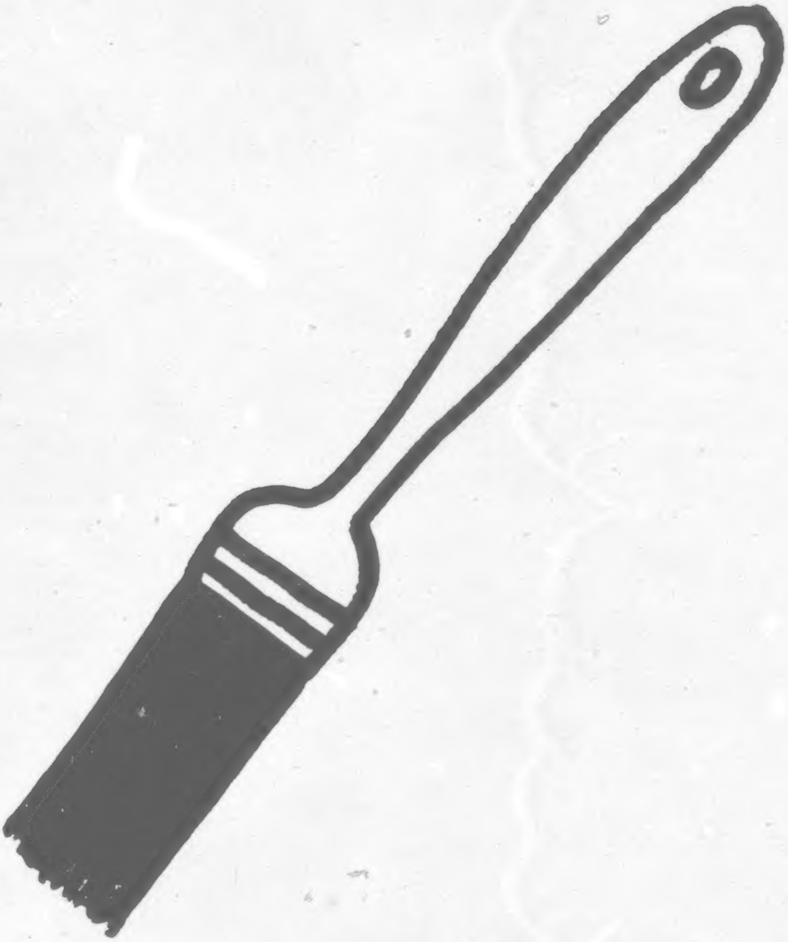

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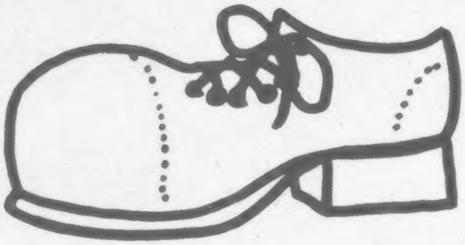
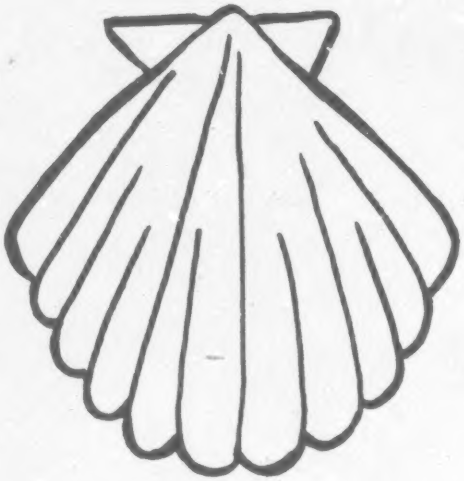
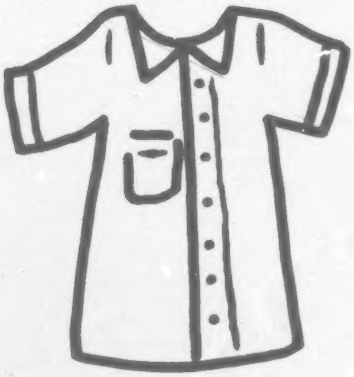
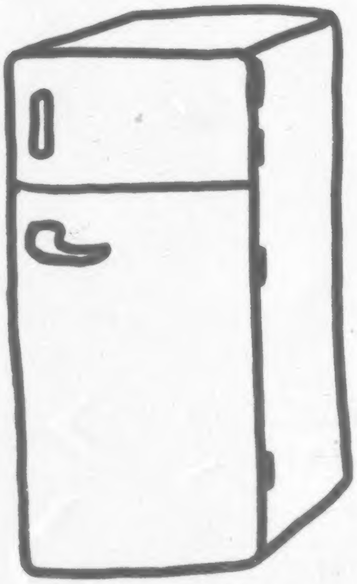








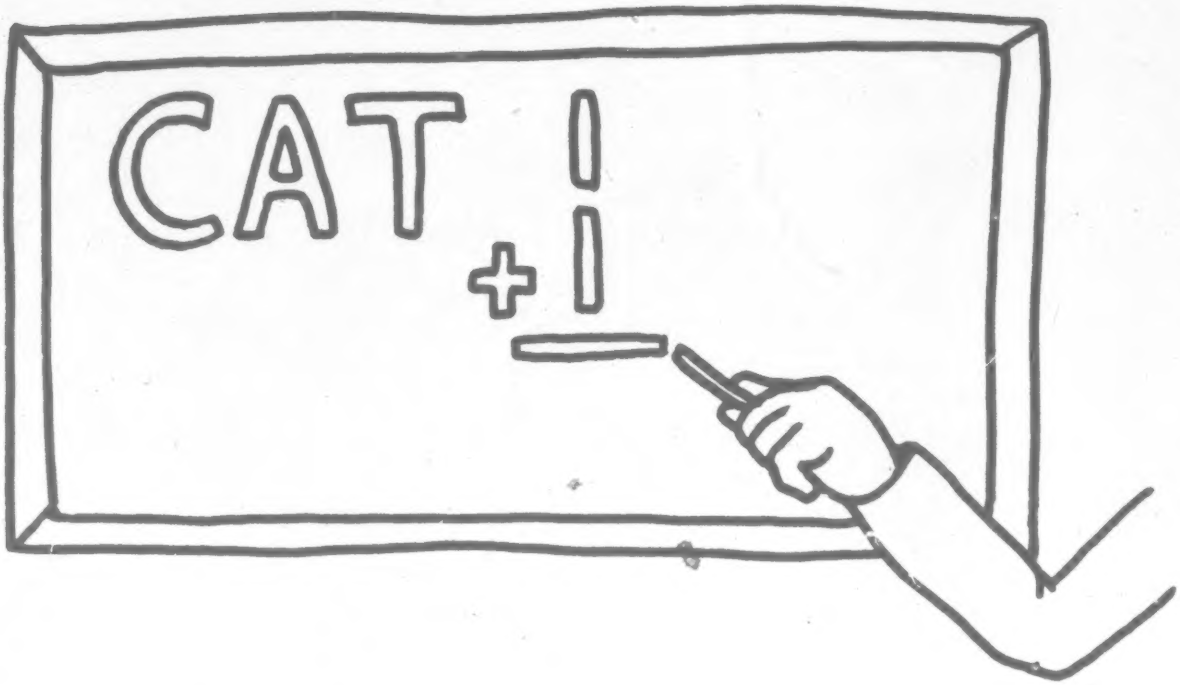
Lesson Fifteen

Introducing ch - j

REVIEW	Review sh and t. Put together t-sh, t-sh, t-sh -- ch, ch, ch, ch.
GUESS WHAT	Two wood blocks covered with very coarse sandpaper (50 grit). Rub together--sound is ch, ch, ch, ch, ch. Turn on voice-- j, j, j, j, j.
ASSIGNMENT	Three ch words - Three j words.
DON'T FORGET	Paper Bag Two Sheets of Coarse Sandpaper or Sand Blocks

FUN AND GAMES	"ch" Sound
MATERIALS	chair chain chalk
PROCEDURE	Play musical chairs. Look at different kinds of chairs in the room and how they differ in size. Have class make a paper chain. This may be used for party decorations. Let each child use chalk to write on the board.
SENTENCES	I sit in a chair. My teacher is nice. We go to church on Sunday.

ch



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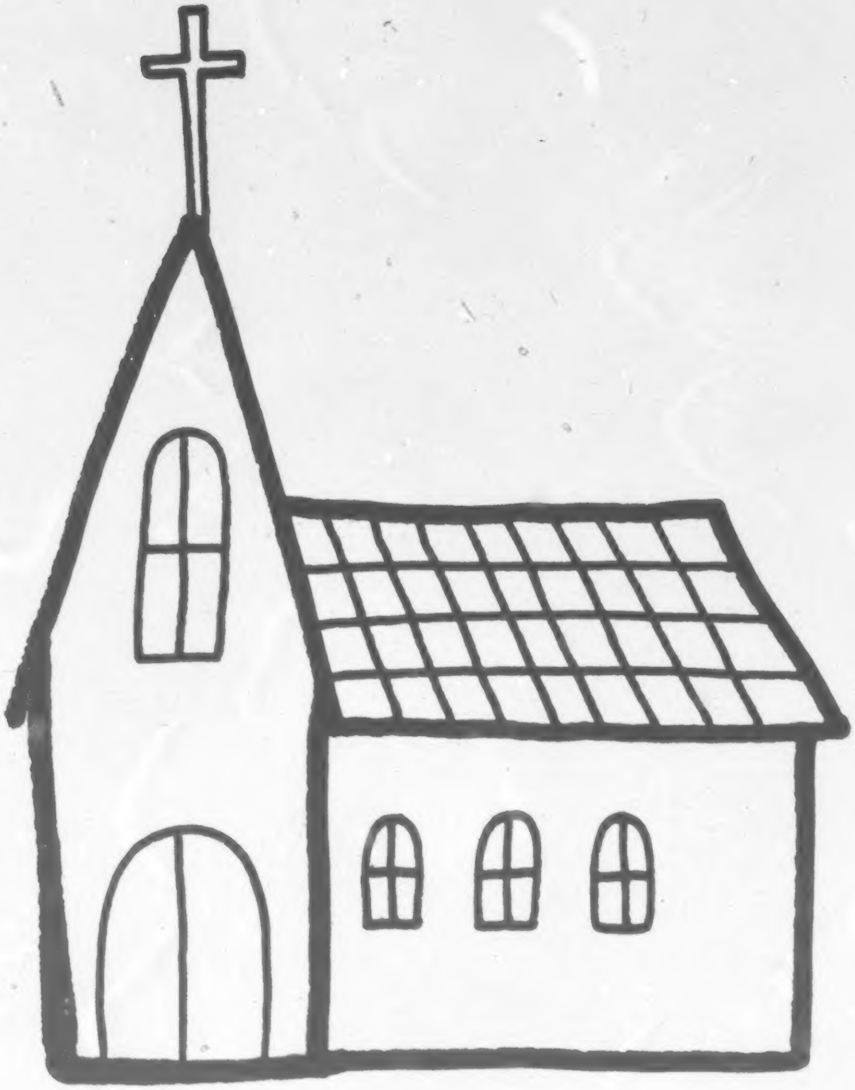
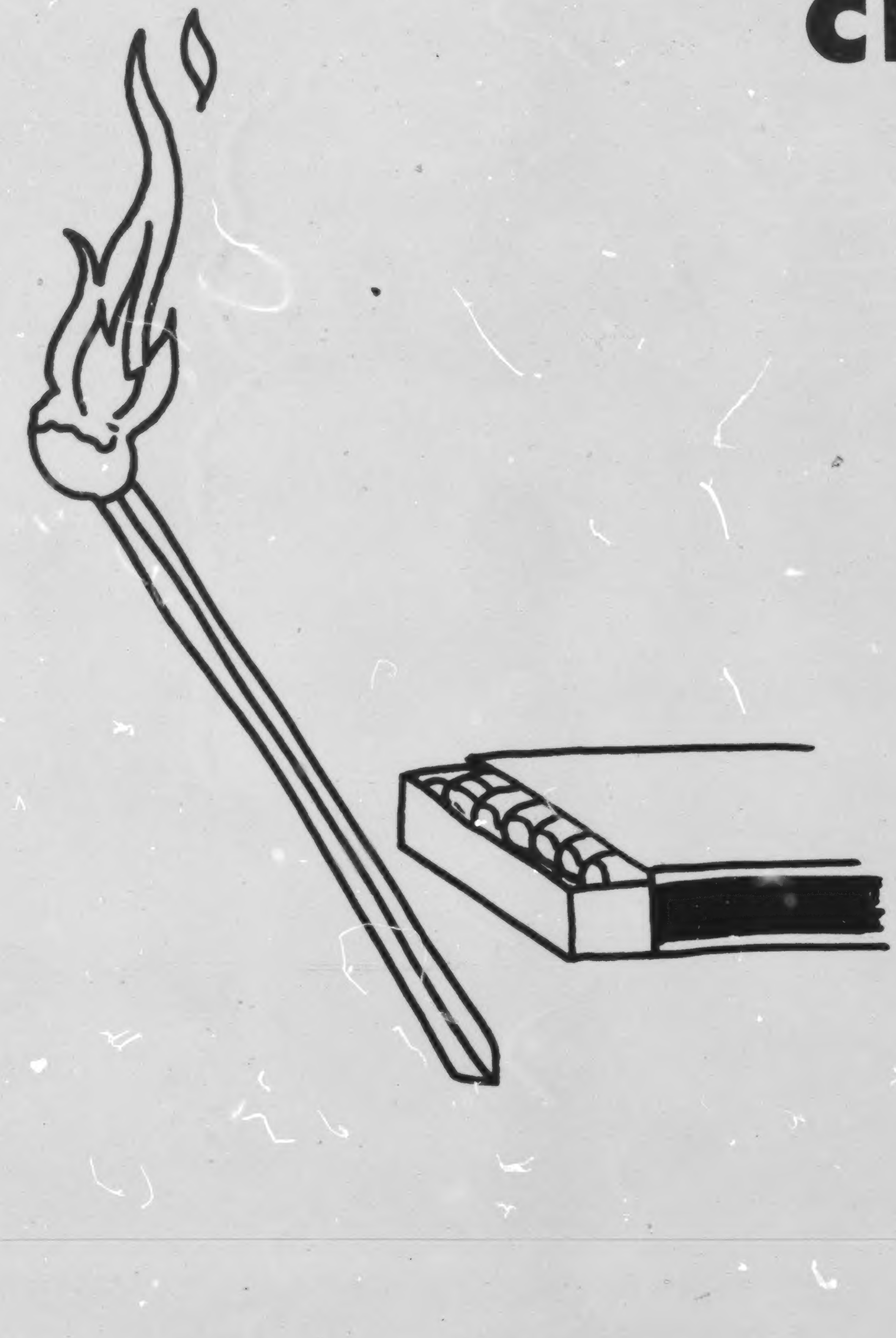


ch



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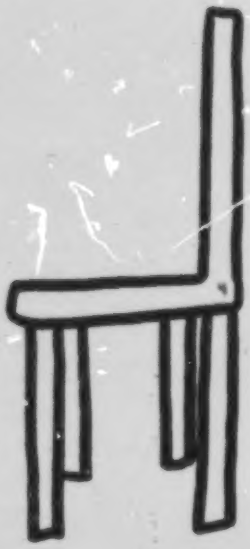
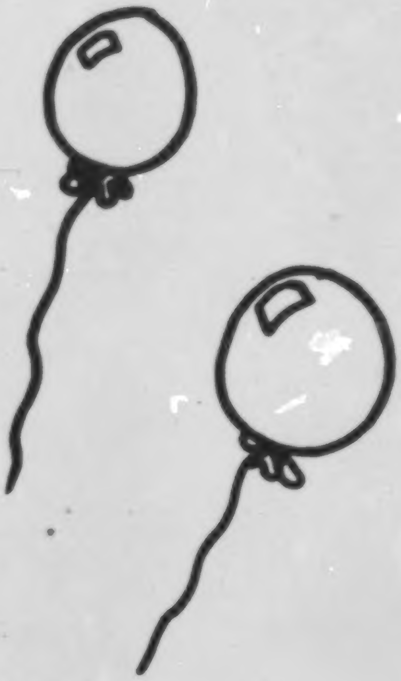
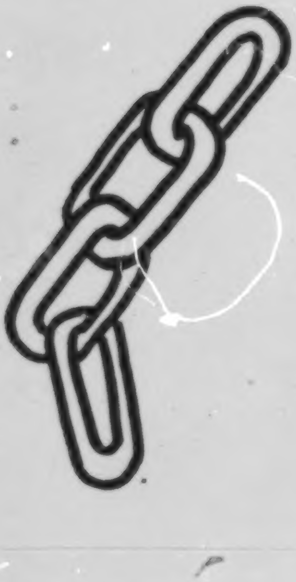
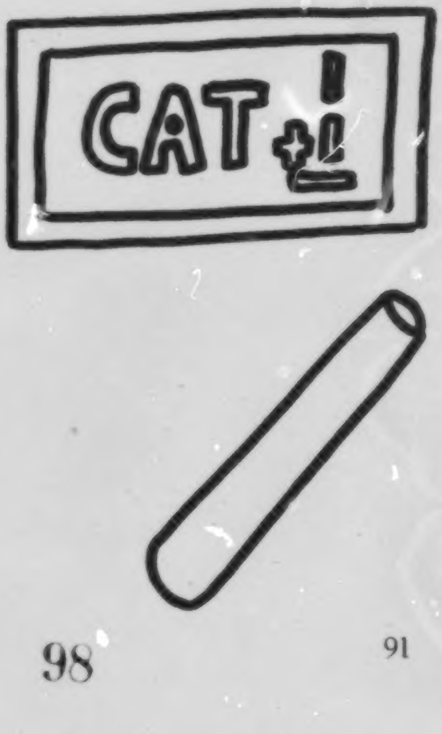








FUN AND GAMES "j" Sound

MATERIALS

jar of jelly

juice

PROCEDURE

Have a jar of jelly to show the children and some orange juice to make. If children can make the sound they can have a party consisting of juice, toast and jelly.

This type lesson should be a high motivational factor for the less able child.

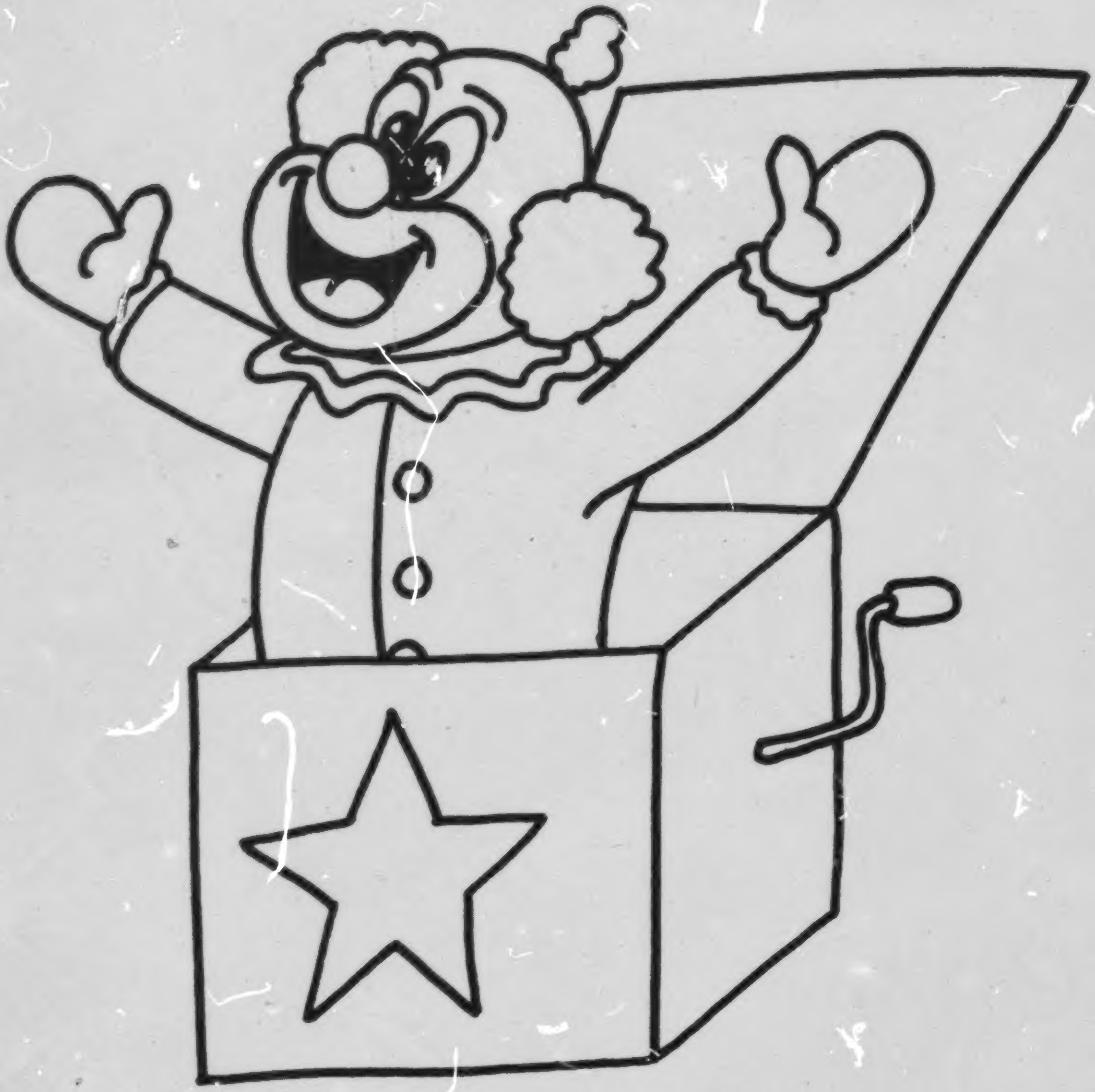
SENTENCES

I eat jelly on my toast.

A soldier wears a uniform.

I like to drink orange juice.

j



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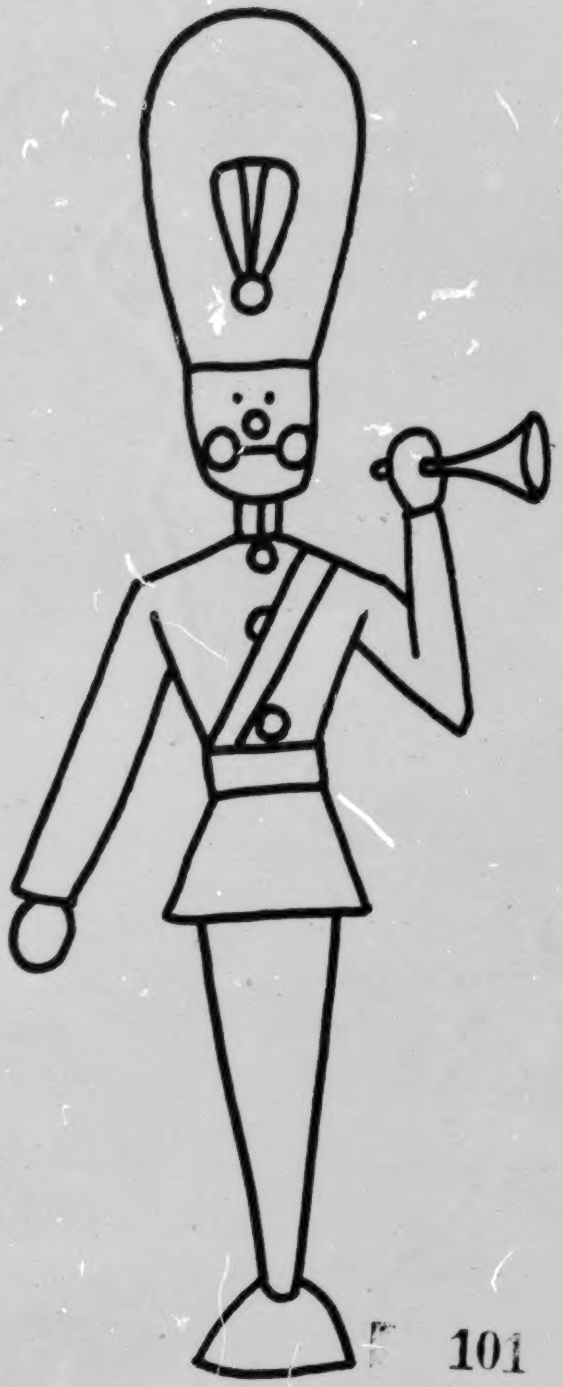
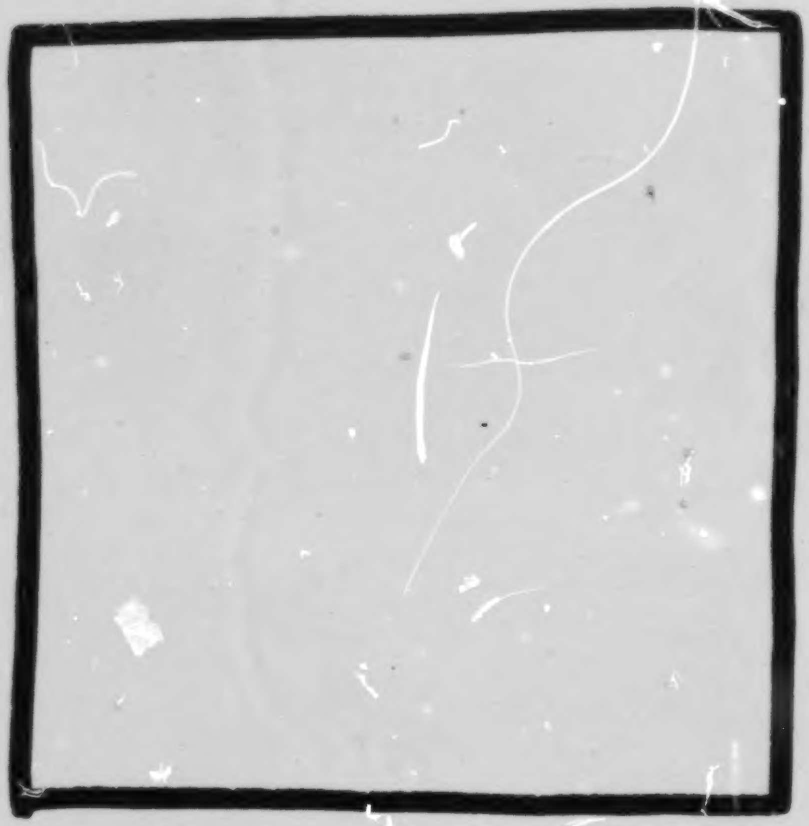


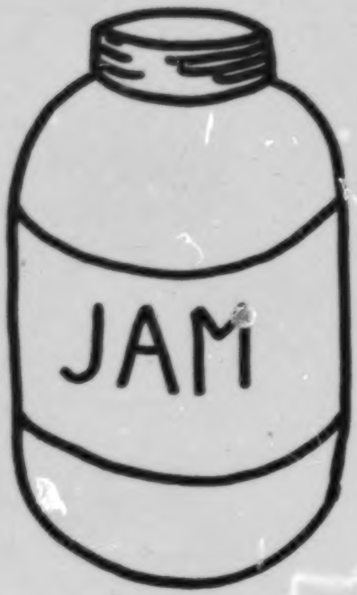
F 101

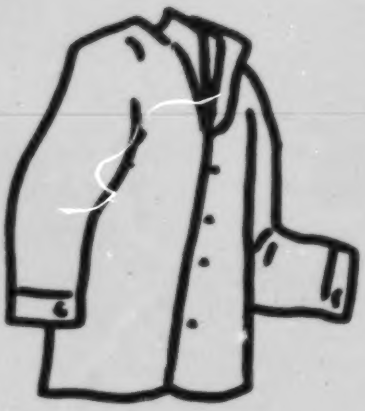
j

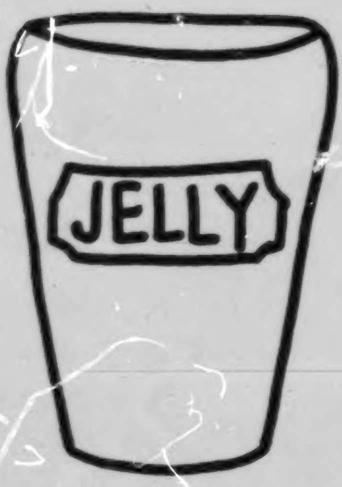


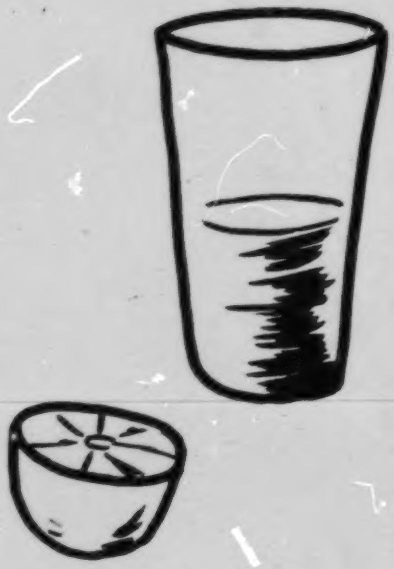
ORANGE

Which picture does not have the "j" sound?









Lesson Sixteen

Introducing l

REVIEW	Review ch - j. Review Jack-In-The-Box (Lesson Two). Review drinking milk like a kitten. Pantomime licking a lollipop. Say, la, la, la, la, la, la. Sing la, la, la, la, la, la, la, to the tune of K-K-K-K-Katy.
GUESS WHAT	Give a lollipop from the surprise bag to each for attempting la, la, la, la.
ASSIGNMENT	Three l words.
DON'T FORGET	Paper Bag Lollipops for Each Child

FUN AND GAMES "l" Sound

MATERIALS lollipop

lamp

PROCEDURE Have a lollipop for each child. Give each child one if he produces the sound.

Simon Says: Teacher demonstrate

Lift one leg

Lift both legs

Touch your leg

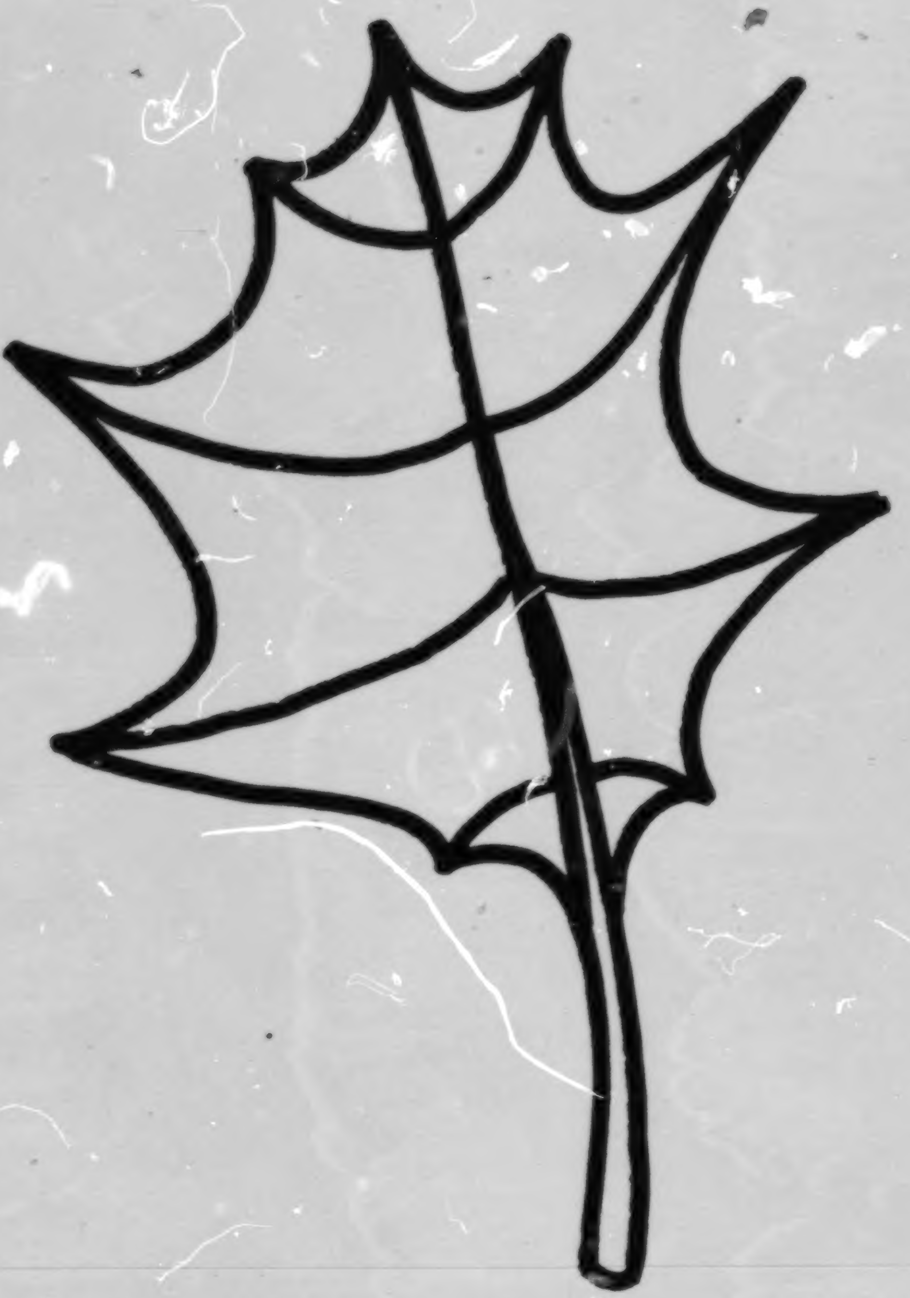
Cross your legs, etc.

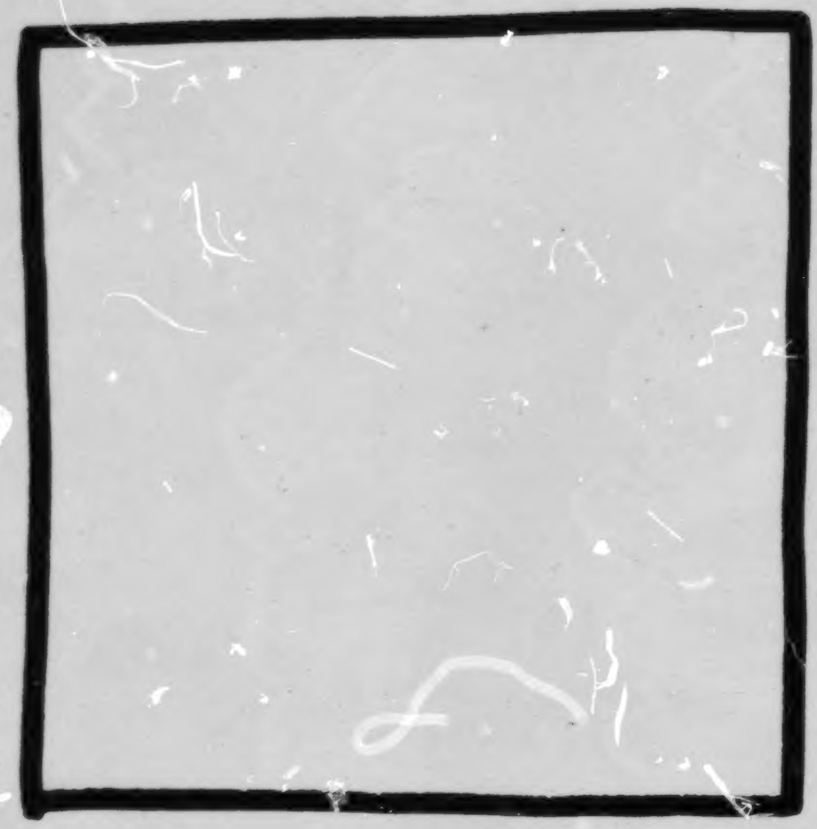
Show the children a lamp. Have each one turn it off and on. Where does mother have lamps at home?

SENTENCES I have two legs.

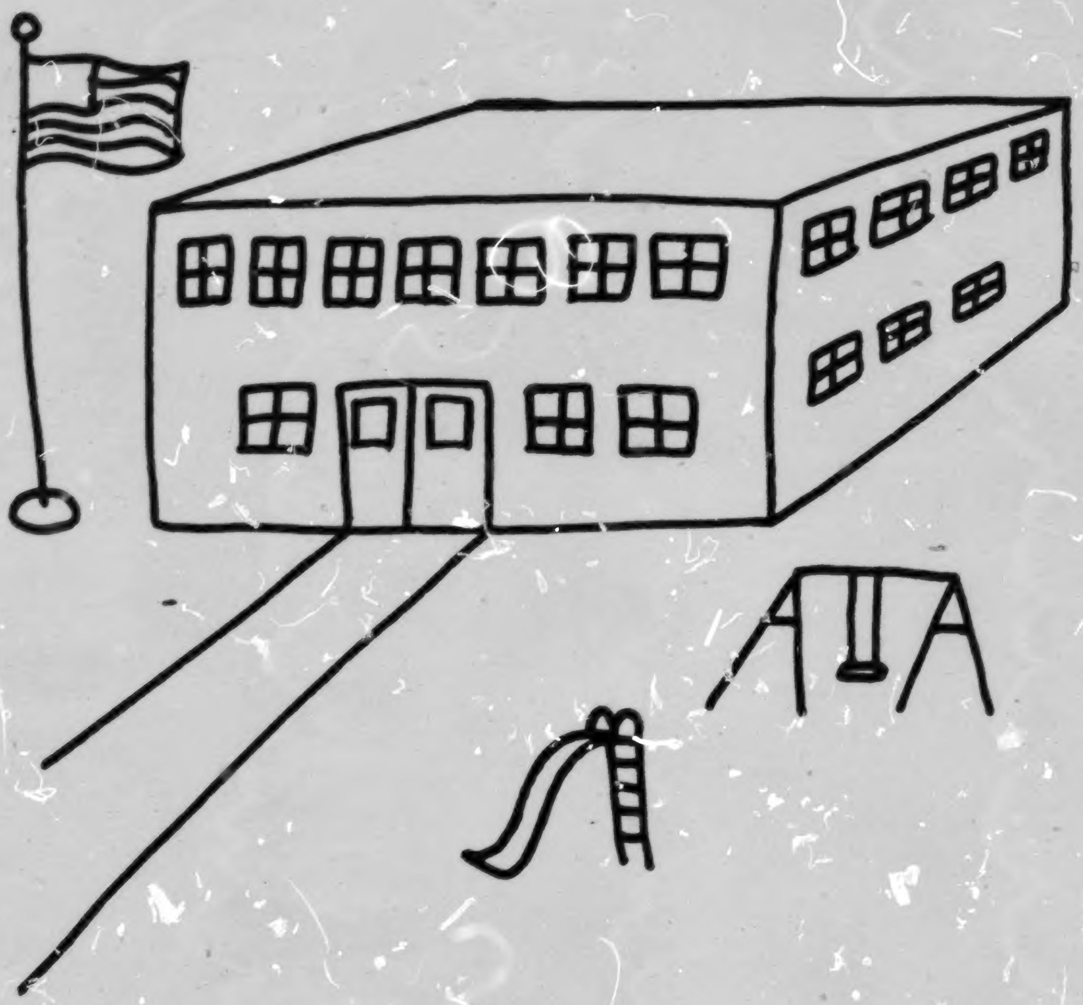
My dress is yellow.

I like to go to school.

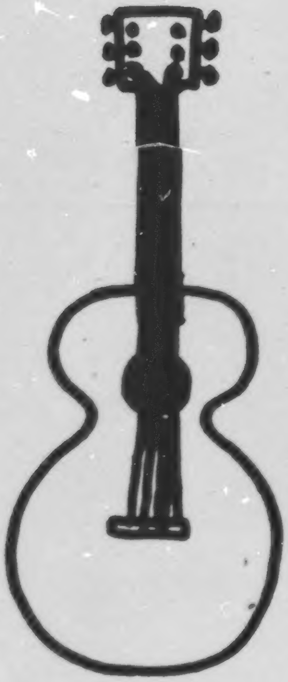


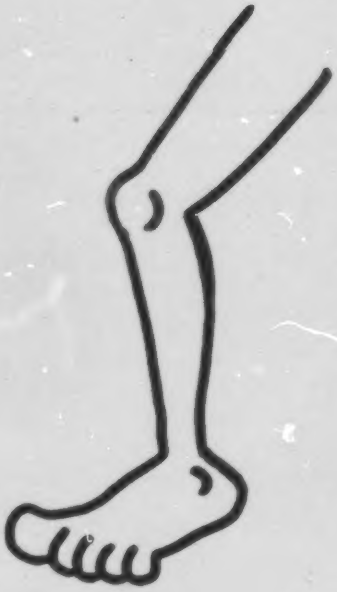


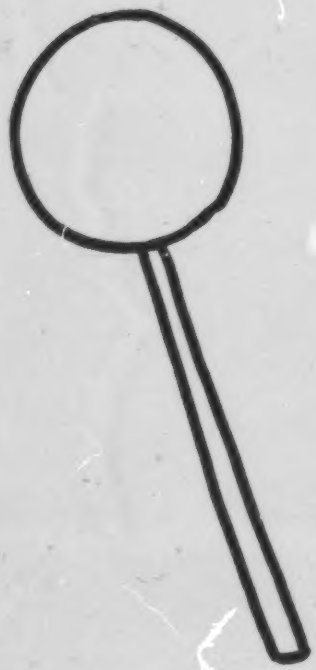
YELLOW

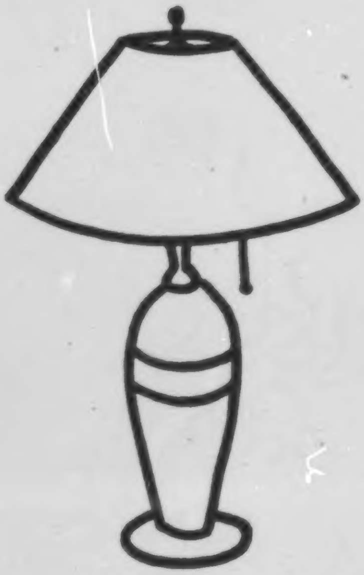


Which picture does not have the "L" sound?









Lesson Seventeen

Introducing r

REVIEW	Review la, la, la. Go from l to r: l-r, l-r, l-r -- la-ra, la-ra, la-ra. This is difficult, some may not get it--don't push.
GUESS WHAT	Two toy telephones. Say, r-r-r-r-r-r-ring. Let children try to say, r-r-r-r-r-ring. Answer phone for the ones who try r-r-r-r-r-r-ring. Play telephone conversations--r-r-r-r-r-r-ring -- "Hello" r-r-r-r-r-r-ring -- "Hello"
ASSIGNMENT	Three r words.
DON'T FORGET	Paper Bag Toy Telephones

FUN AND GAMES "r" Sound

MATERIALS

radio

rug

rocks

PROCEDURE

Have a radio in the room. Turn it on and listen to it. Let each child take turns finding a different station. Then, ask them to tell the different kinds of programs they heard. If the school has an educational radio station, listen to a program.

If children rest on a rug, they may show it to the class. Perhaps the room is carpeted. If so, have them feel the texture and describe it. Ask if they have a rug at home. What room is it in? How does mother take care of a rug?

Go outside and have each child find a rock he likes. Bring it back to class and let each child show his own rock describing it. Put these on display, labeled with child's name.

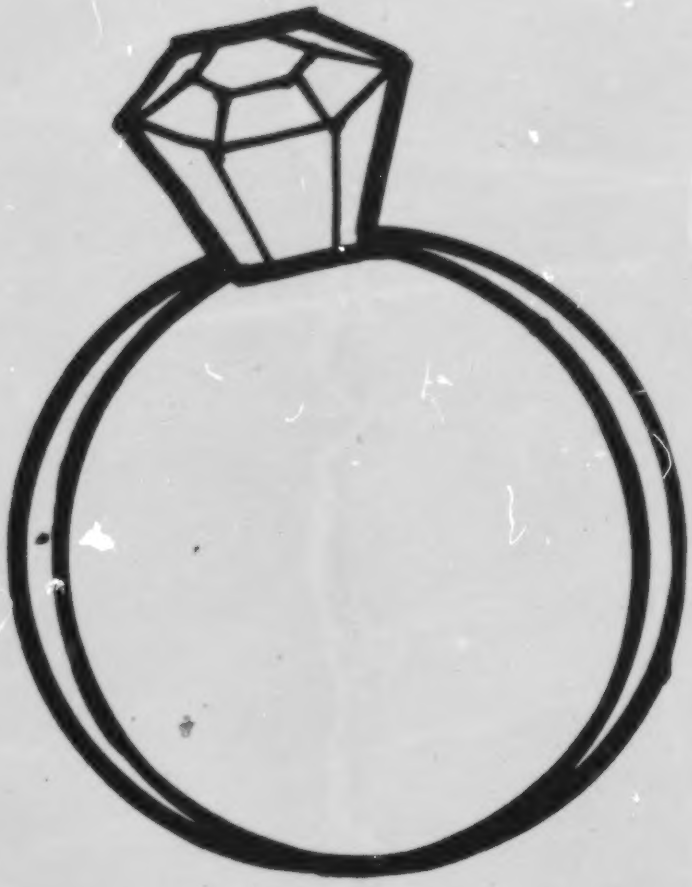
SENTENCES

I wear a ring on my finger.

I like to eat carrots.

I saw a bear at the zoo.

r



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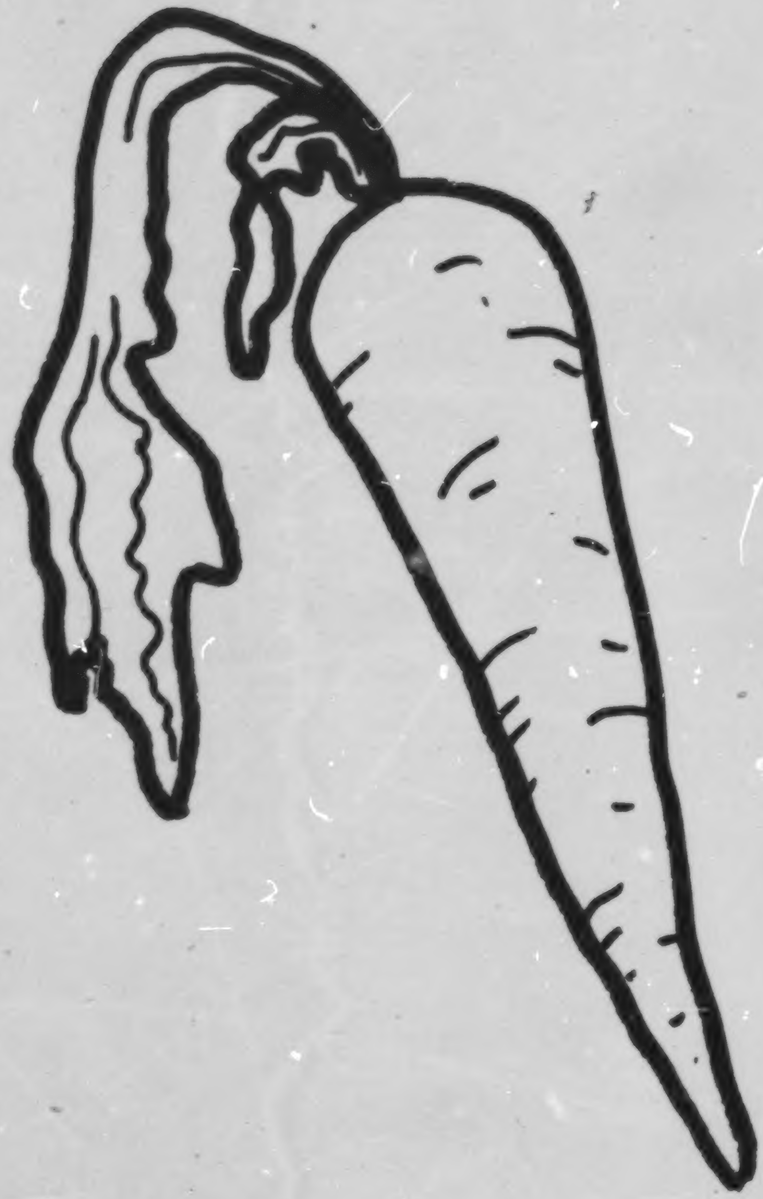

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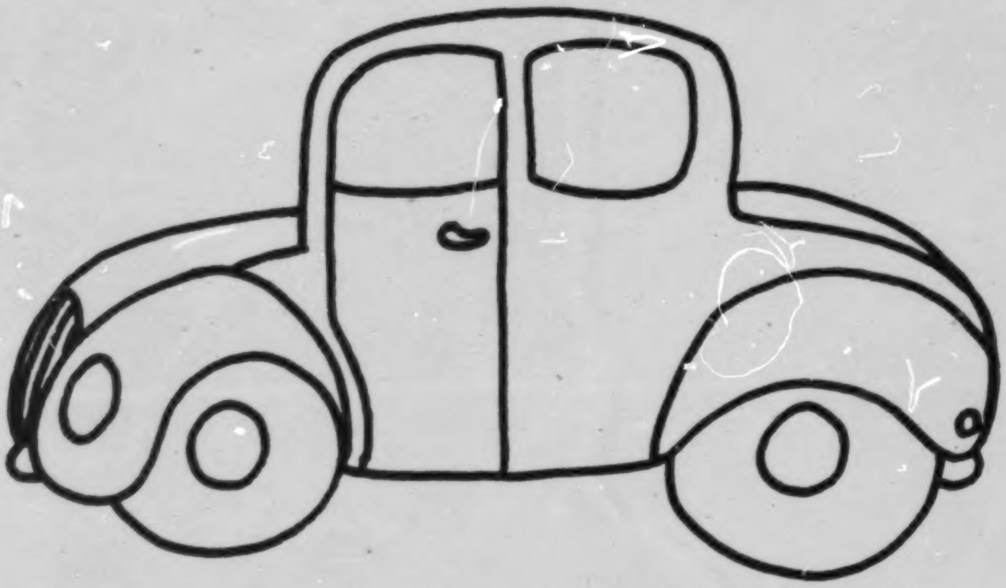

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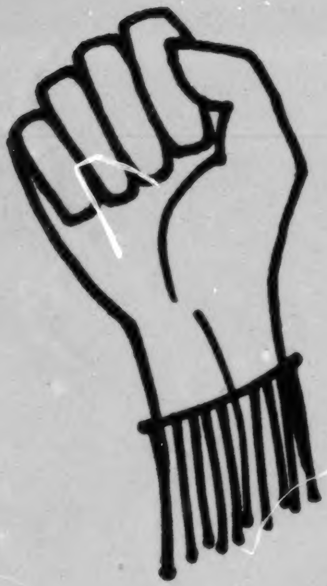

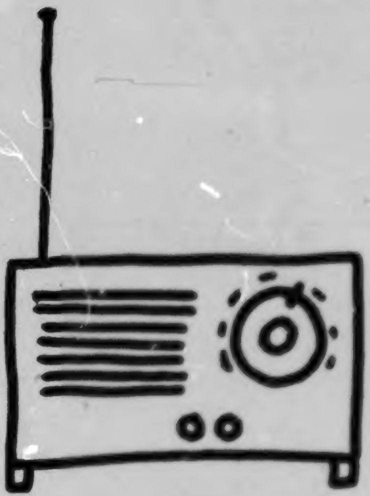

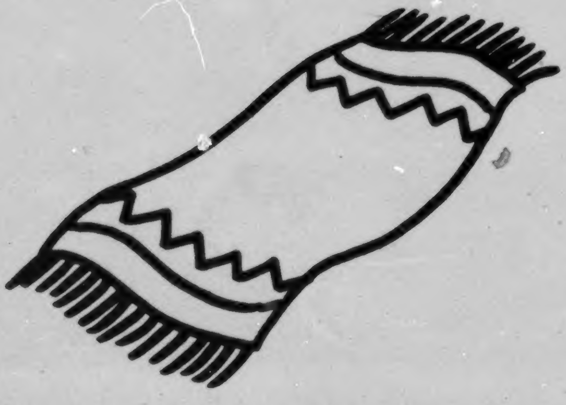

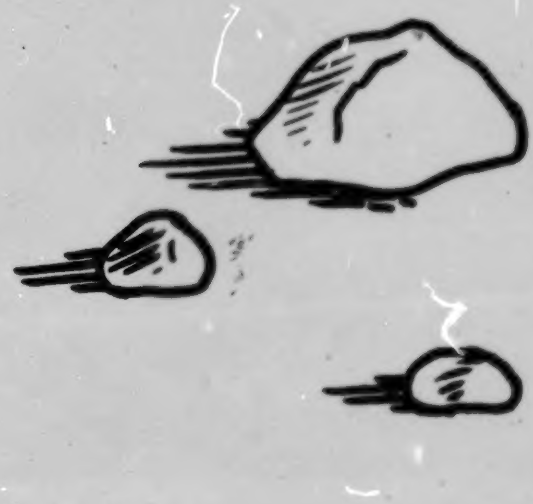

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Lesson Eighteen

Review

REVIEW	Review k-g-s-z-ch-j-l-r.
GUESS WHAT	Use an attractive bag or box (Lesson Nine). Insert cards with pictures of objects beginning with k-r. Let children draw out a card and name it. Try to name them all.
DON'T FORGET	Attractive Bag or Box Picture Cards
SUGGESTIONS FOR PICTURE CARDS	k -- key, kitchen, kite, kitten g -- garden, gate, girl, goose, gum s -- six, sock, soap, sun, seven, scissors, santa z -- zipper, zebra, zoo ch -- chair, chalk, cherry, chicken, children j -- jack-in-the-box, jack o'lantern, jam, jar, jeep, jump rope l -- lemon, letter, leaf, lamp, ladder r -- ruler, rabbit, ring, rope, radio, rain, road, rose, rake

Lesson Nineteen

Auditory Discrimination (Same - Different)*

GUESS WHAT Two new noisemakers (whistle - bell). Produce two sounds, ask if they are the same.

Example:

whistle - whistle or bell - bell -- same

whistle - bell or bell - whistle -- different

Repeat until same - different concept is learned. Try listening with eyes shut. Repeat two sounds p-p, b-p, la-wa, wa-wa, etc. See if they can apply same and different to sounds they hear.

ASSIGNMENT Repeat daily with variation.

DON'T FORGET Paper Bag

Two Noisemakers

*NOTE: This concept is very difficult to teach, and would waste a lot of time earlier in the lessons.

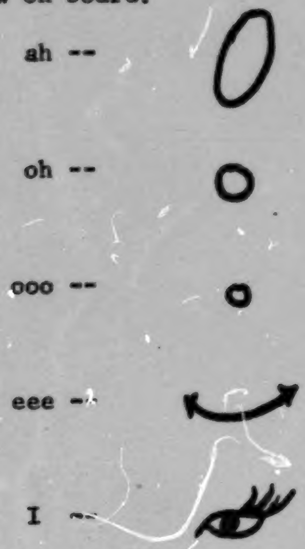
Lesson Twenty

Vowels

GUESS WHAT

Three jars or bottles with large, small, and very small openings. (i.e. peanut butter jar, pop bottle, perfume bottle). Talk about different sounds from different shape mouths--ah, oh, ooo.

Draw on board:



Produce these sounds. Try pairing them.
ah - oh, ah - ah, eee - ooo, ooo - ooo, eee - eee, I - o, etc.
See if the children can recognize same and different and distinguish these sounds.

ASSIGNMENT

One word for each sound -- ah, oh, ooo, eee, I.

DON'T FORGET

Paper Bag

Three Bottles With Varied Size Openings

Lesson Twenty-One

Loud Voice - Soft Voice

REVIEW	Review vowels--ah, oh, oo, ee, I.
GUESS WHAT	Bring a large ball. Ask a child or an aide to stand far away and throw the ball. It must be thrown hard to go far. Stand closer together. The ball can be thrown with less effort. Stand close together and toss the ball easily. Repeat this, calling out, "oh" (loudly) when you throw the ball far. Then, use a conversational tone saying, "oh-oh" when you are not as far. Softly whisper, "oh-oh" when you are very close together. Have the children practice calling loudly from the playground or talking to the class from up in front. Use a conversational tone for talking together. Soft whisper for quiet places or secrets. Practice monitoring different voices for different uses. Ask the children to tell which "oh" they will use. Then, demonstrate loud talking, soft, etc.
ASSIGNMENT	Demand appropriate voices for classroom use.
DON'T FORGET	Paper Bag Big Ball

Lesson Twenty-Two

Beginning Sentence Patterns

GUESS WHAT	Bring a hand mirror. Let each child look at himself and say: "I am ______________(Joey, Amy, etc.)"
ASSIGNMENT	Practice "I am ______________" until the child can respond to question, "Who are you?" "I am ______________."
DON'T FORGET	Paper Bag Mirror

Lesson Twenty-Three

Sentence Pattern - Action

REVIEW	Review -- "I am _______________." Ask the question, "Who are you?"
GUESS WHAT	Bring the usual paper bag puffed up with air. Blow it up and close it. When the children have guessed, open it, shake it out, talk about nothing there. Talk about pretending. Use the sentence, "I can _______________." Pantomime actions. "I can walk." "I can jump." "I can swim." "I can hop." "I can run." Etc.
ASSIGNMENT	Let the children pantomime actions using, "I can _______________." Let everyone guess what the action is. Try for a complete sentence each time. "What can you do?" "I can _______________."
DON'T FORGET	Paper Bag

Lesson Twenty-Four

A Play

REVIEW Review -- "I can ________________." Ask, "What can you do?" Talk about acting out. Explain that a play is when we combine acting out, pretending and saying something.

GUESS WHAT Bring a storybook. Tell a simple story. It should be repetitive with short phrases. (i.e. Little Black Sambo, "Don't eat me up," "Grr, Grr, Grr," or Billy Goats Gruff or the Gingerbread Boy, using animal sounds and, "You can't catch me.") Let the children act out the story. Don't worry about quality of speech. Stress quantity of response, volume (loud voice), and number of children involved. Have fun.

ASSIGNMENT Give a play for the other children.

DON'T FORGET Paper Bag

Storybook

SUGGESTIONS Costumes and props for Little Black Sambo:

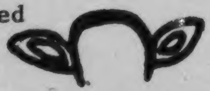
Sambo -- an umbrella

Jumbo -- a man's hat

Mumbo -- a lady's scarf wrapped turban fashion

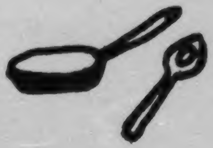
Some children can be trees

The tigers may wear pullovers made of tiger striped terrycloth or ears fastened on headbands



You will need a bowl for the butter

You will need a griddle, or pan and spoon for the pancakes



Lesson Twenty-Five

Stimulating Language - I See

"I see _______________."

Put up pictures of simple objects.

Use -- "I see _______________." "What do you see?"

After children have all responded, put the pictures out of sight and have the children close their eyes.

Say, "I see _______________." If responses are all items which were pictured, encourage students to "see" imaginary items. Do this daily, working for oral, imaginative responses from each.

Lesson Twenty-Six

Stimulating Language - I Saw

Review -- I see.

Use pictures. Ask, "What do you see?"

Put pictures away and say, "I see _______________." (Objects in the room).

Change to, "I saw _______________." (Something at home or outside).

Ask, "I saw a _______________. How about you?"

Tell one, "I saw _______________ yesterday."

Lesson Twenty-Seven

Stimulating Language - I Hear

Review -- "I saw ______________."

Present a bag of mysteries:

(horn, whistle, frog, bell, noisemaker, cat, etc.)

Say, "I hear ______________."

Continue with different sounds each day. Continue to use, "I hear ______________."

Lesson Twenty-Eight

Stimulating Language - This is

"This is ______________."

Take a bag of many objects. Name them and put them out. Let each child choose one and say, "This is a ______________."

Bring something from home and tell, etc.

Lesson Twenty-Nine

Review--Stimulating Language

Review -- "Who are you?" "I am ______________."

Use a question to stimulate answers that are complete sentences.

Who are you?	I am ______________.
What do you see?	I see ______________.
What can you do?	I can ______________.
What do you hear?	I hear ______________.
What is this?	This is ______________.

Lesson Thirty

Stimulating Language - Telling

"Tell me about ______________."

Something you see. Something you hear.

Yourself. Your house.

Your mother, father, sister or brother.

A day. A car. The bus.

ASSIGNMENT Draw a picture and tell about it.

Lesson Thirty-One

Stimulating Language - I have

Give objects to children (coins, crayons, colored discs, etc.)

Say, "I have ______________." "What do you have?"

Children answer, "I have ______________."

Continue from child to child.

Lessen Thirty-Two

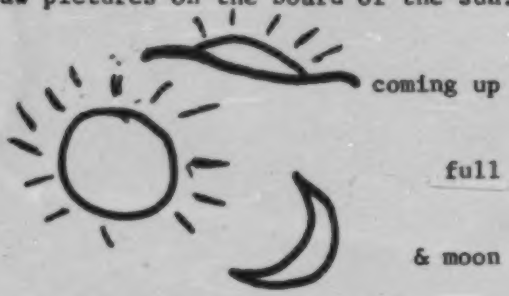
Stimulating Language - Greetings

"Good Morning"

"Good Afternoon"

"Good Night"

Draw pictures on the board of the sun:



Pantomime waking up. Say, "Good morning."

Pantomime eating lunch. Say, "Good afternoon."

Pantomime going to sleep. Say, "Good night."

Lesson Thirty-Three

Stimulating Language - A Conversation

Carry on a typical conversation.

Knock on the door.

"Come in."

"Hello."

"Hello."

"How are you?"

"Fine, thank you, how are you?"

"Fine."

"Goodbye."

"Goodbye."

Repeat until everyone has played.

Hats or costumes for men and ladies are fun for this.

Lesson Thirty-Four

Stimulating Language - Manners

"Excuse me."

"Certainly."

Act out examples of rude things:

- stepping on feet
- crossing in front of someone
- bumping someone
- startling someone with a loud noise
- slamming the door, etc.

Say: "Excuse me."

Respond: "Certainly."

Lesson Thirty-Five

Stimulating Language - The Telephone

"Hello."

"May I please speak to _______________."

"This is _______________."

"Come over to my house."

"Goodbye."

"Goodbye."

Use telephones. For this lesson we used telephones provided by the telephone company. Toy phones would do.

Lesson Thirty-Six

Stimulating Language - Past Tense

Introduce past tense:

I see - I saw
I hear - I heard
I can jump - I jumped, etc.

ASSIGNMENT Tell something that happened yesterday.

Lesson Thirty-Seven

Stimulating Language - Emotions

Talk about feelings:

Happy
Sad
Funny
Mad

Tell something happy, sad, funny or mad that happened to you.

Lesson Thirty-Eight

Stimulating Language - Imagination

Make up a story that did not happen. Illustrate this on the board with pictures. Take turns telling the story from the pictures.

Lesson Thirty-Nine

Stimulating Language - Imagination

Make up a play situation. Act it out, improvising the lines.

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Speech Improvement Activity Book

BY ELIZABETH LYNCH
AND JEANNE ROSS

Revised Edition

NCEMMH REPRINT SERIES, NO. NC-75.902
1975

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By Elizabeth Lynch and Jeanne Ross

Revised Edition

NCEMMH Reprint Series

Publication Number NC-75.902

National Center on Educational Media and Materials for the Handicapped
Columbus, Ohio
1975

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PREFACE TO THE REVISED EDITION

Speech Improvement for the Trainable Retarded, and its companion workbook for children, Speech Improvement Activity Book, were originally published in 1972 by the Regional Special Education Instructional Materials Center for Handicapped Children and Youth, at Michigan State University, funded by the Bureau of Education for the Handicapped of the U.S. Office of Education. This instructional materials center, which no longer exists, was a member of the former Special Education IMC/RMC network. Although both books are out of print, numerous requests for them have been received.

A panel appointed by NCEMMH has reviewed the set of books and has recommended that NCEMMH arrange for their continued distribution. As a service to special educators and exceptional children, NCEMMH has provided for their reproduction, and, with the assistance of the Ohio State University Press, for their distribution on a nonprofit basis.

This material is not copyrighted and may be duplicated for classroom use. The books are sold only as a set.

These materials are intended primarily for use at the elementary level by "TMR teachers" -- those who teach the trainable mentally retarded.

Although this is a "revised edition," the revisions are few and minor, and almost entirely graphic. For all practical purposes, this edition is equivalent to the first.

To order additional copies, write to Publications Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210.

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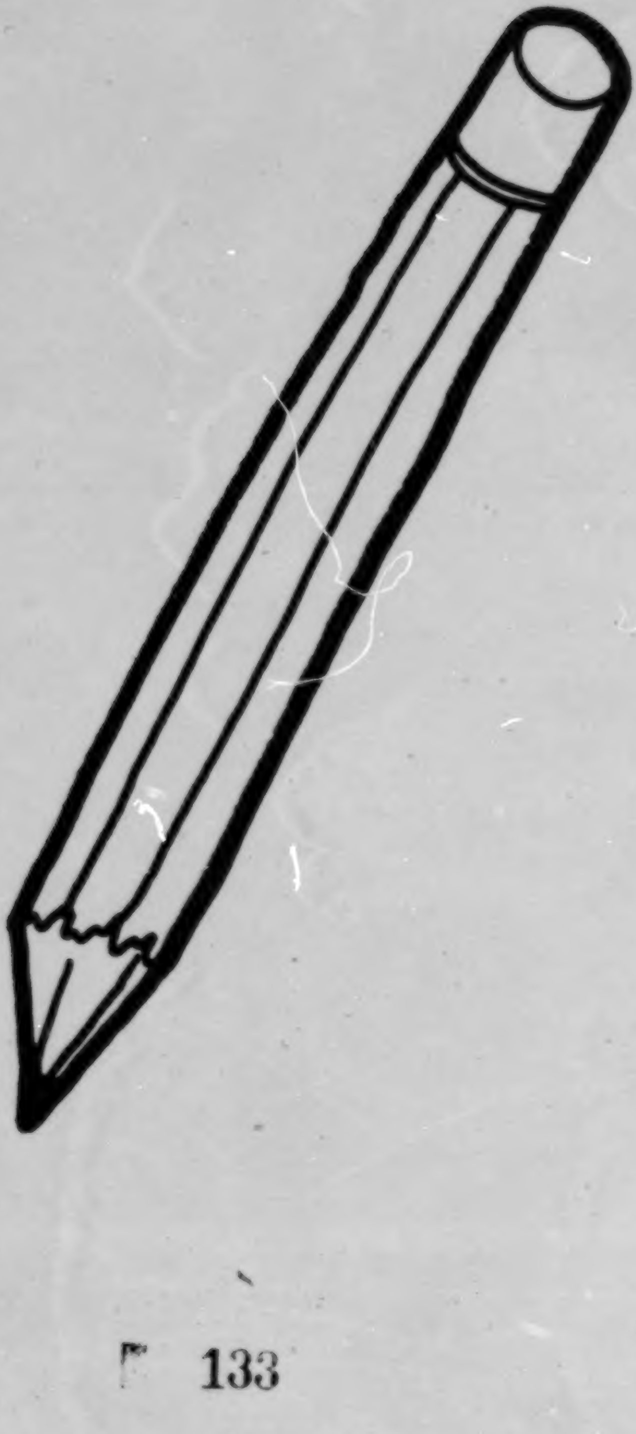

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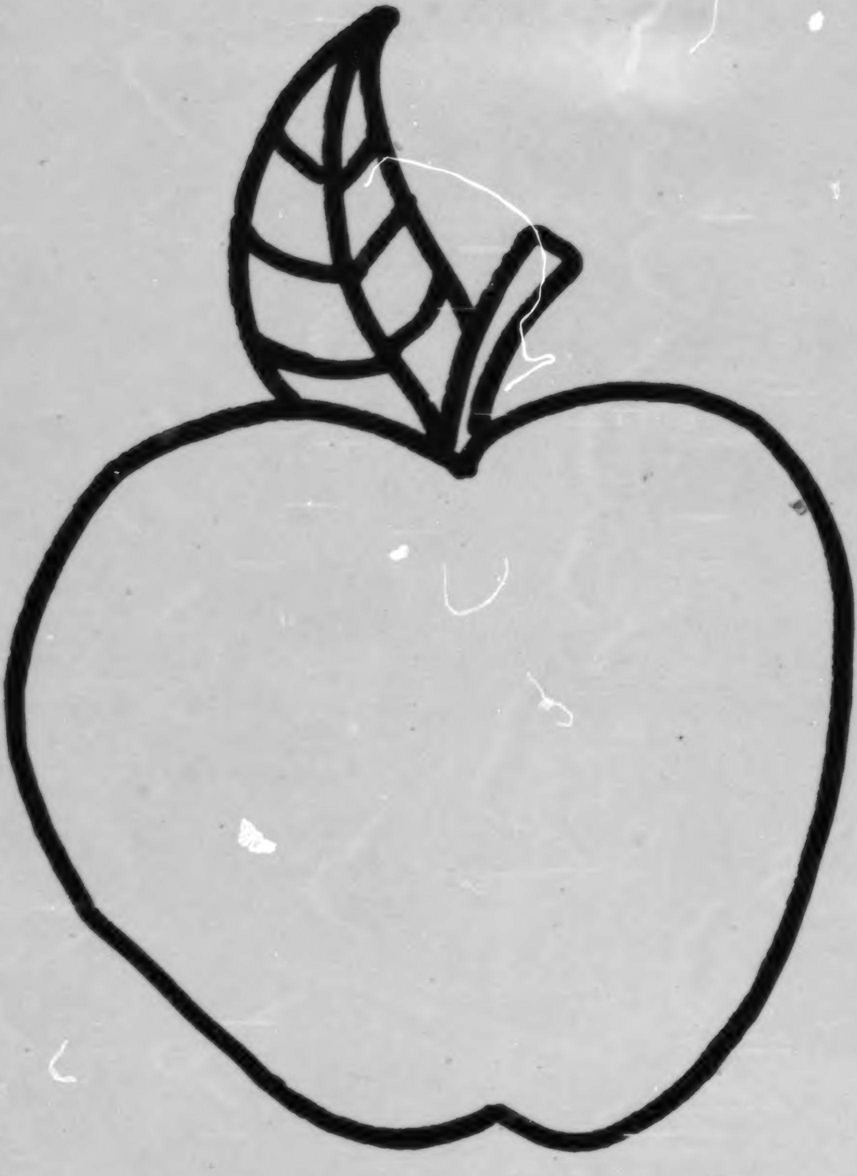

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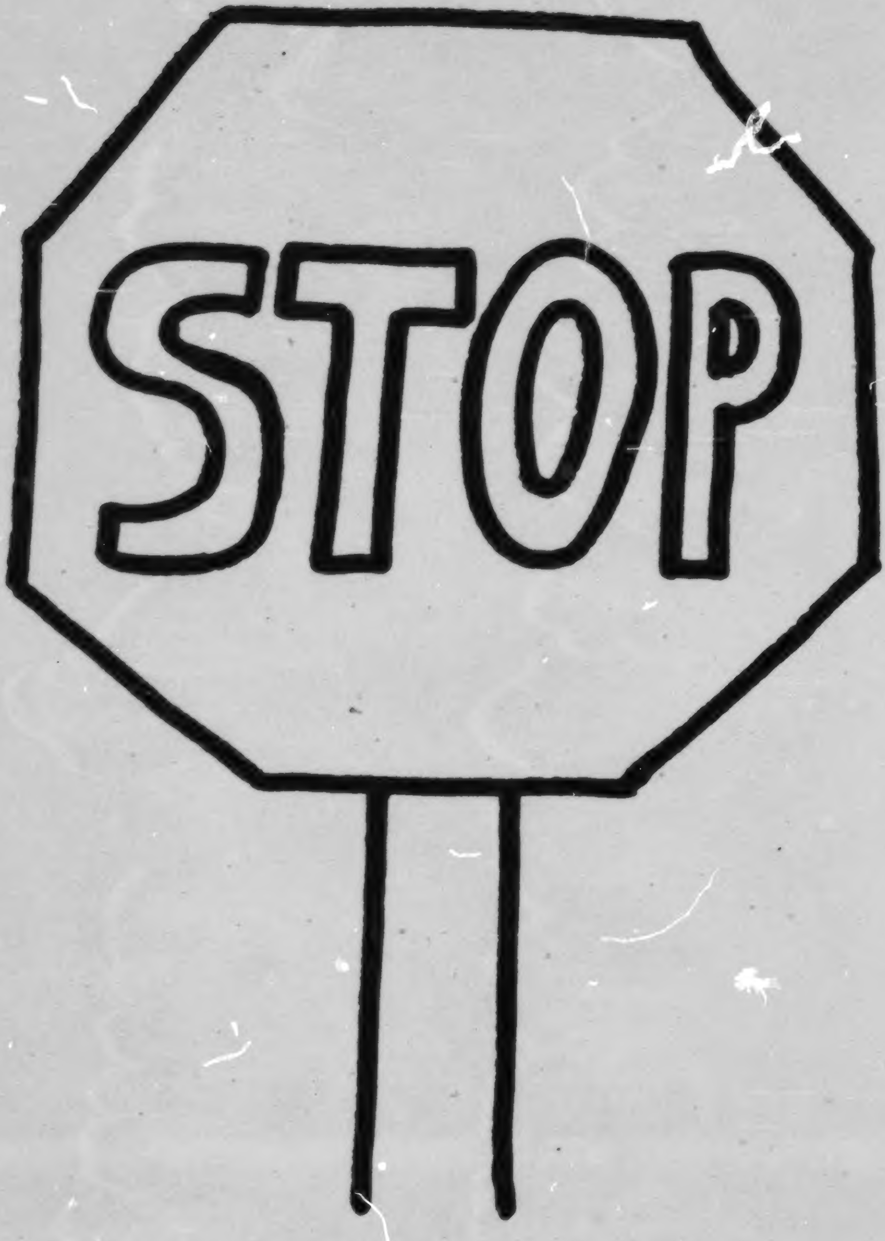

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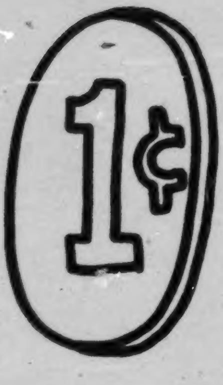

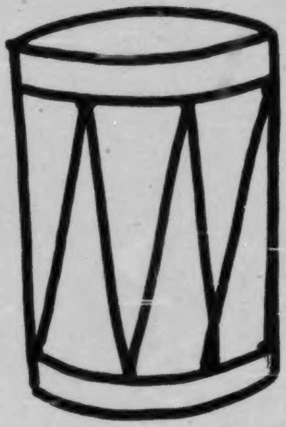

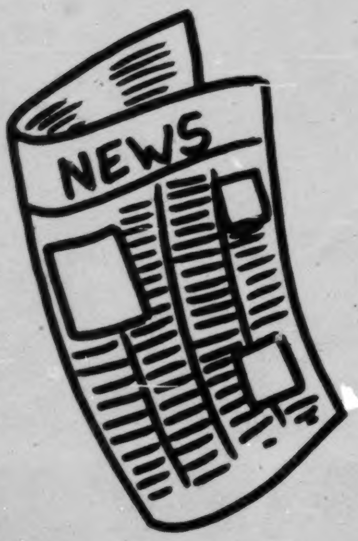

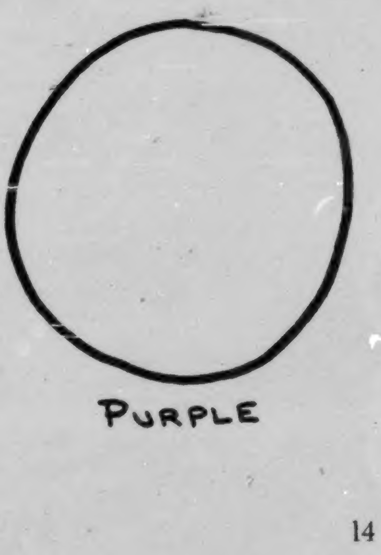

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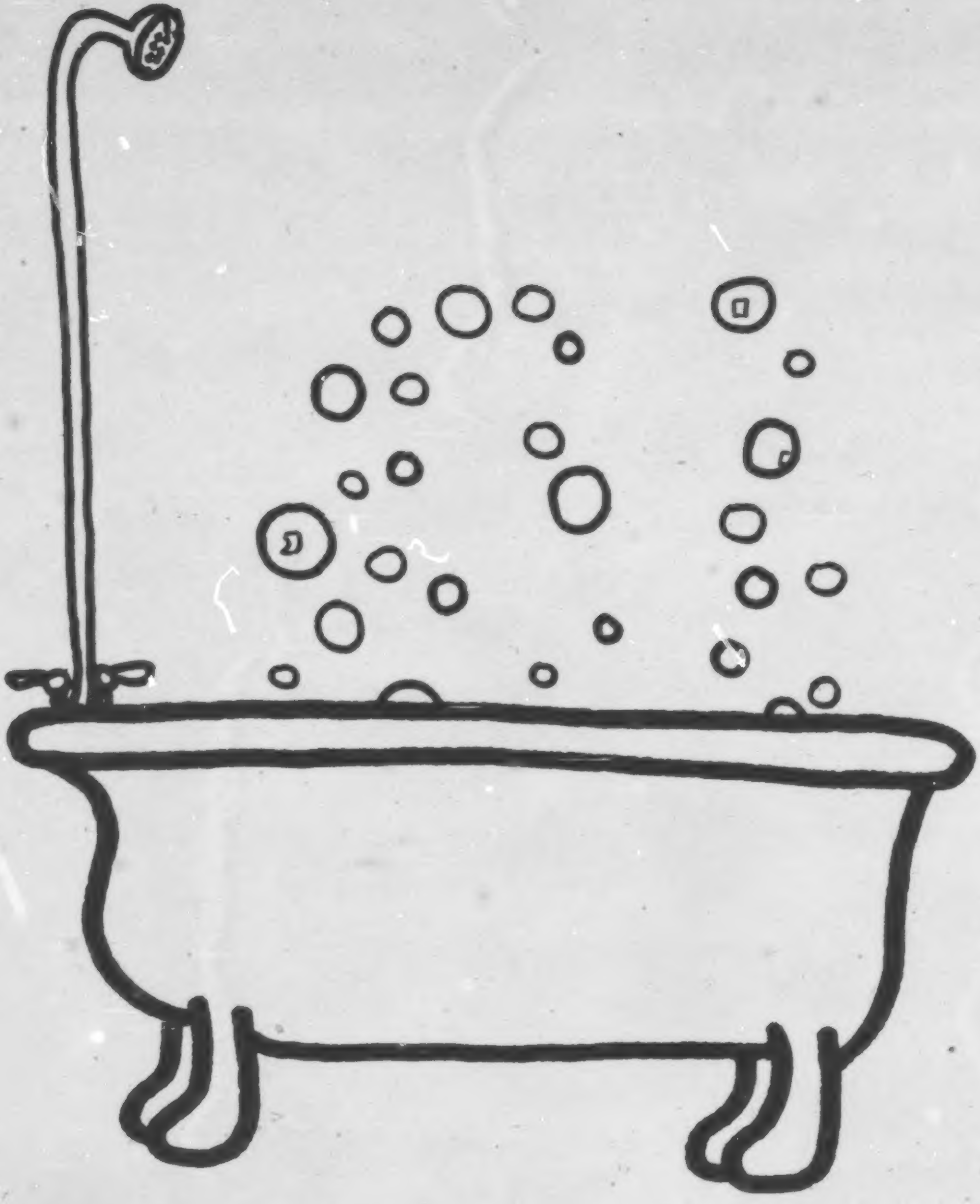

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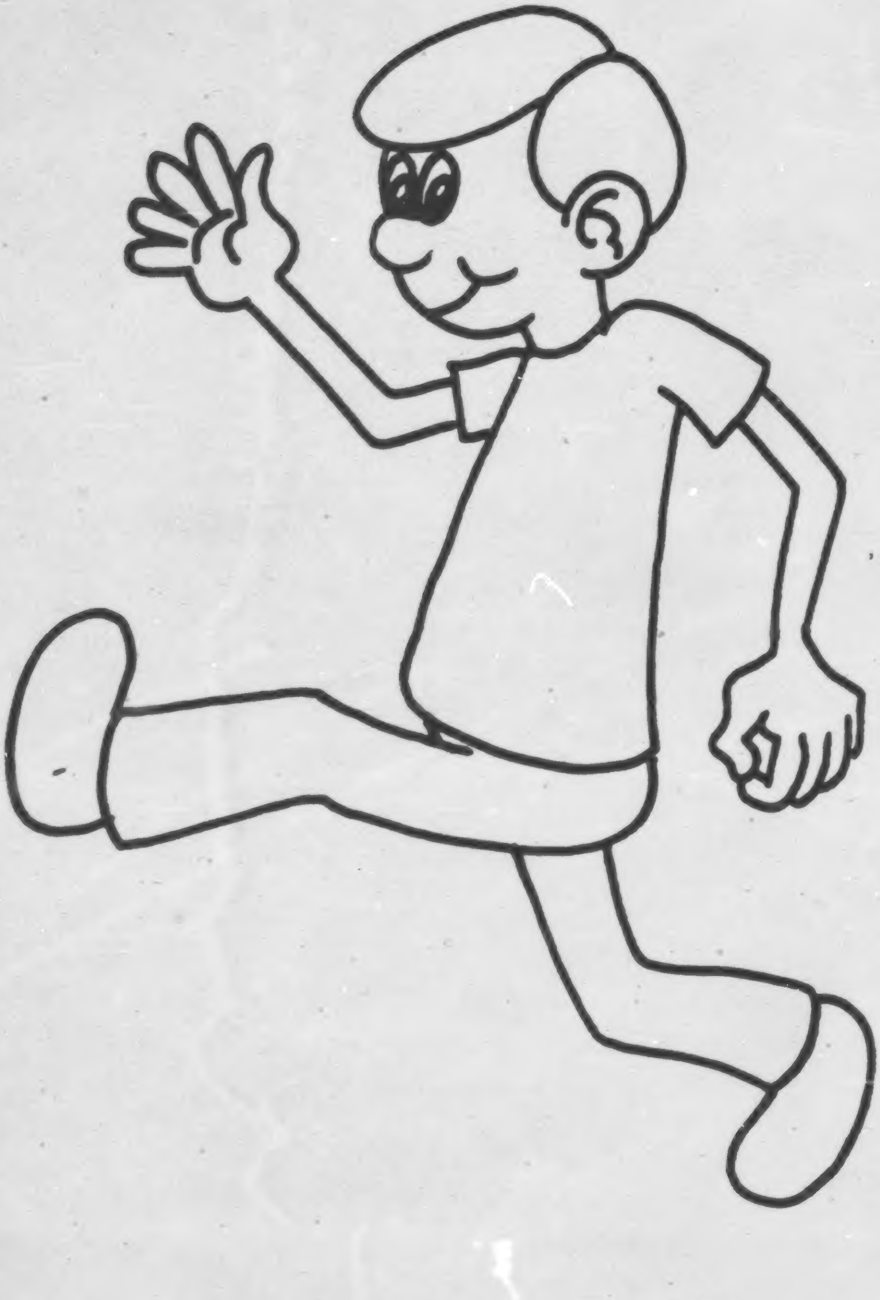

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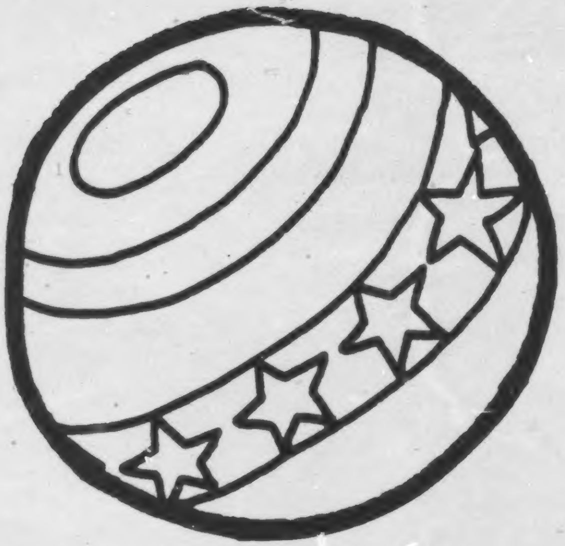

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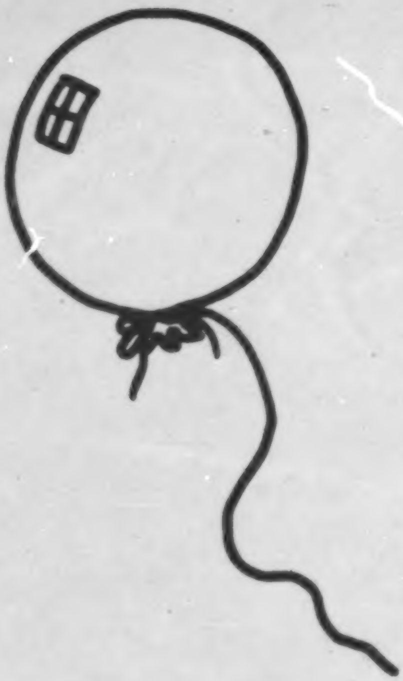

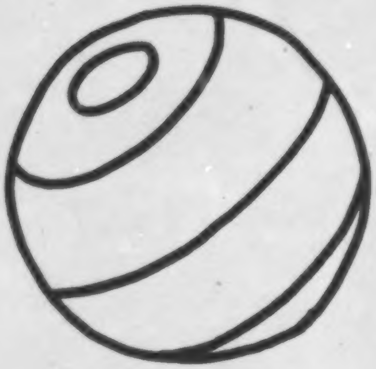

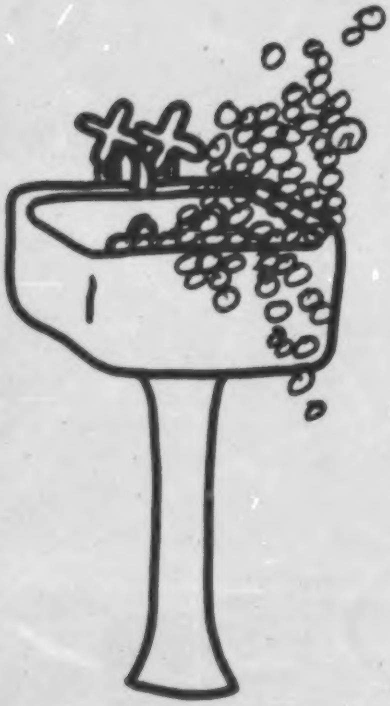

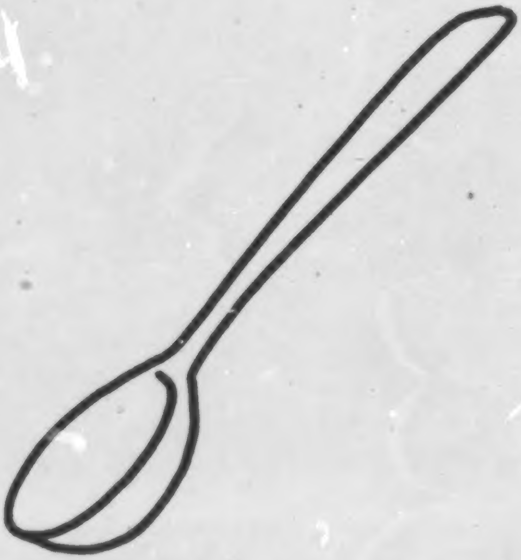

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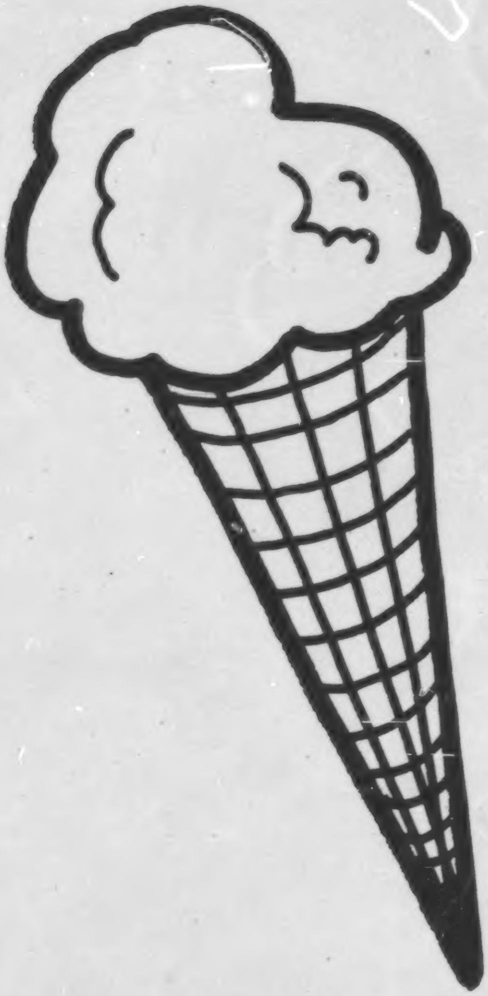

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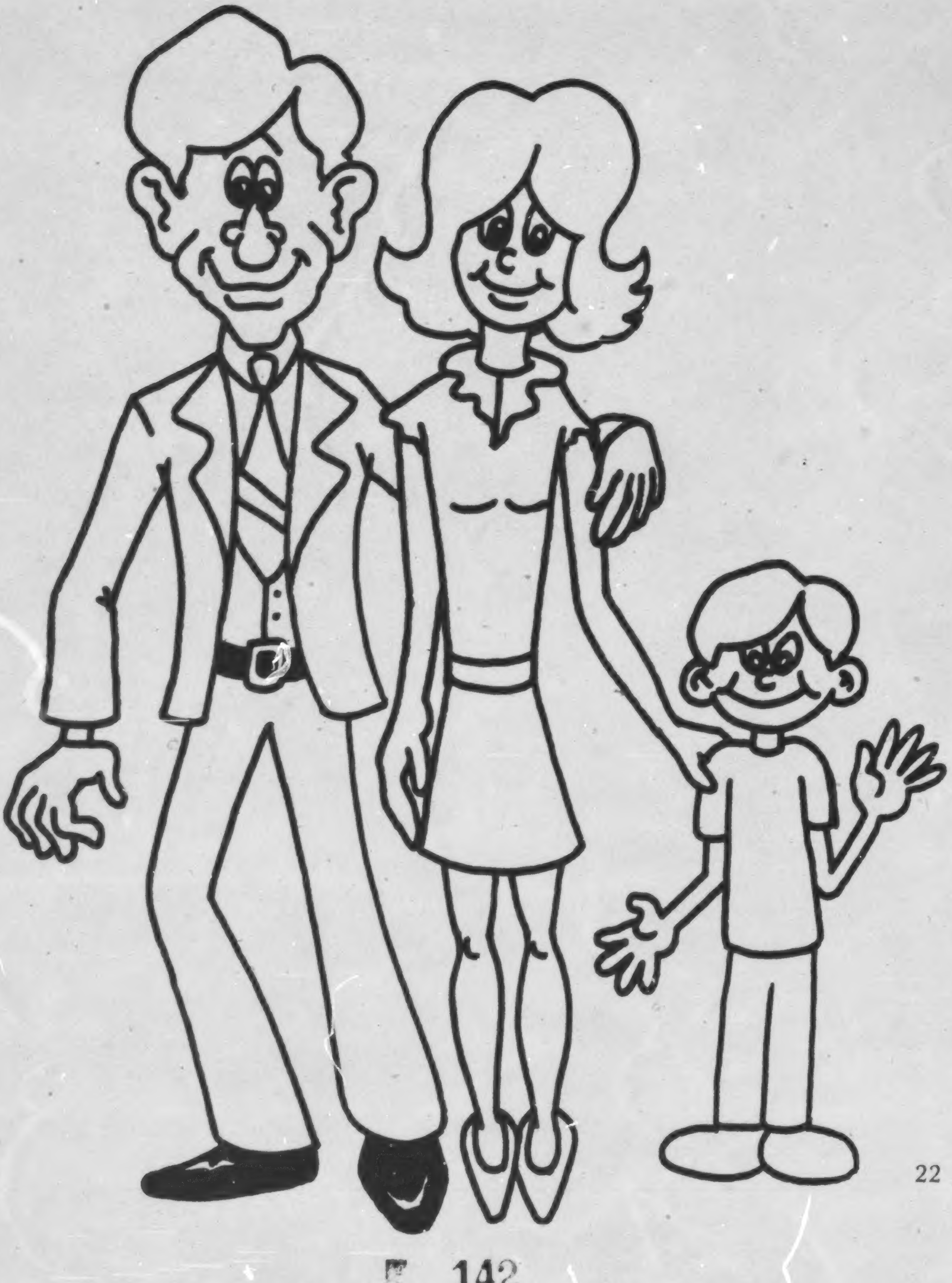

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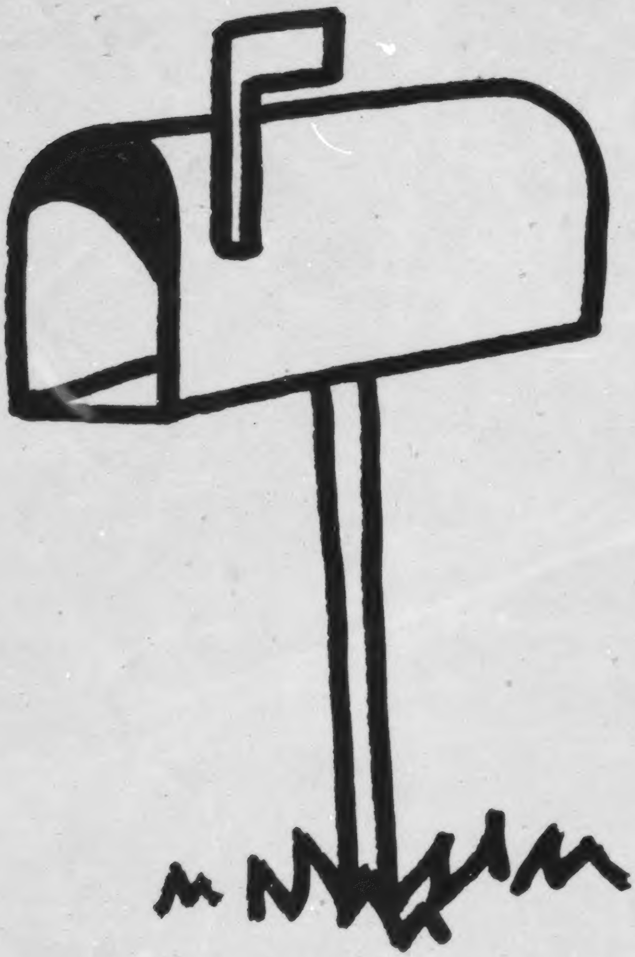

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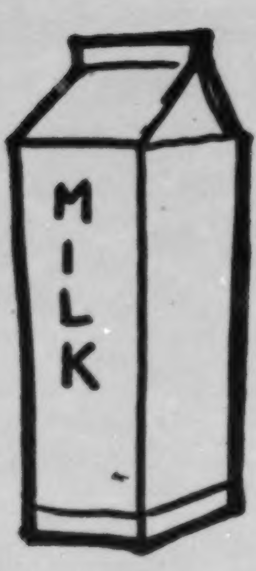

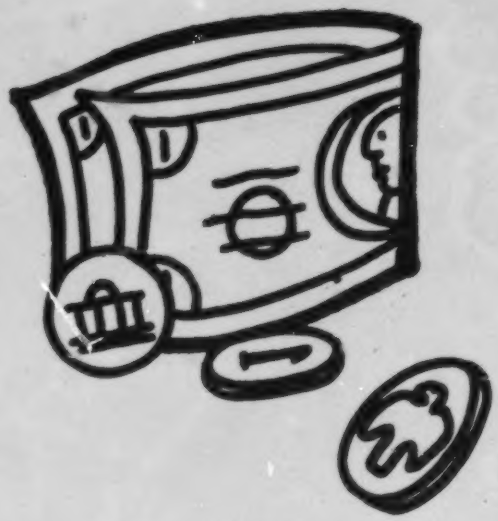

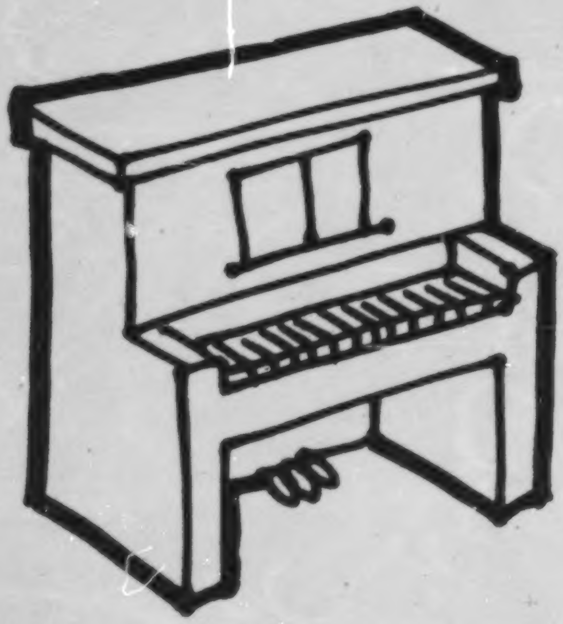

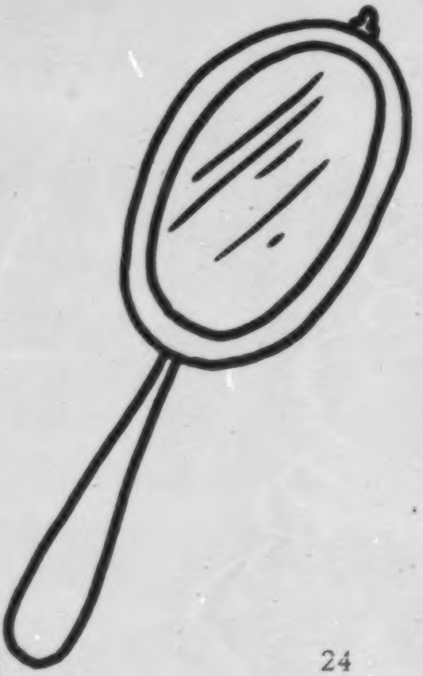

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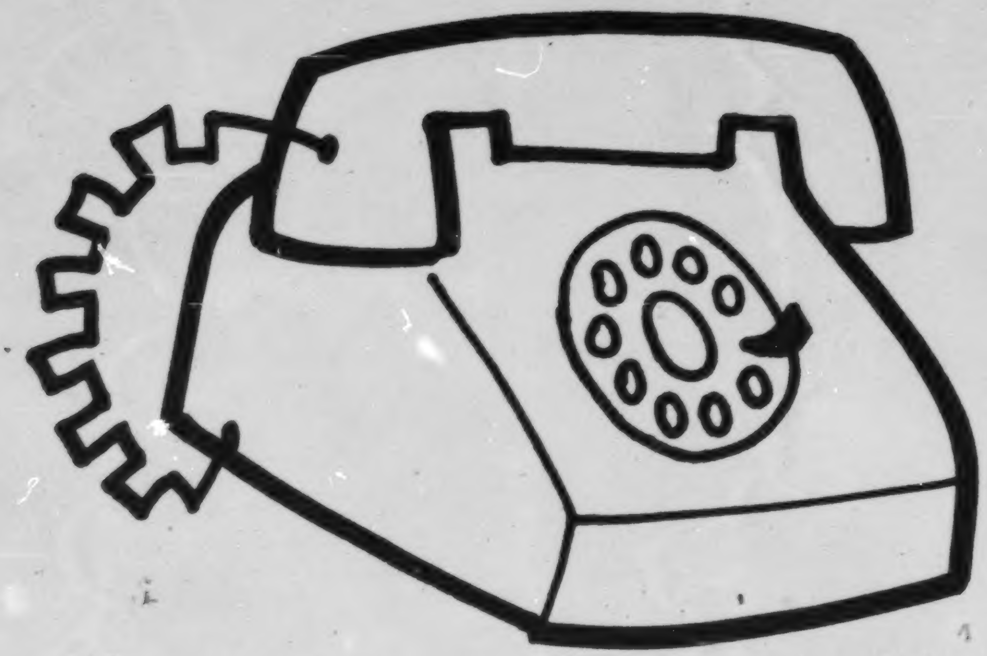

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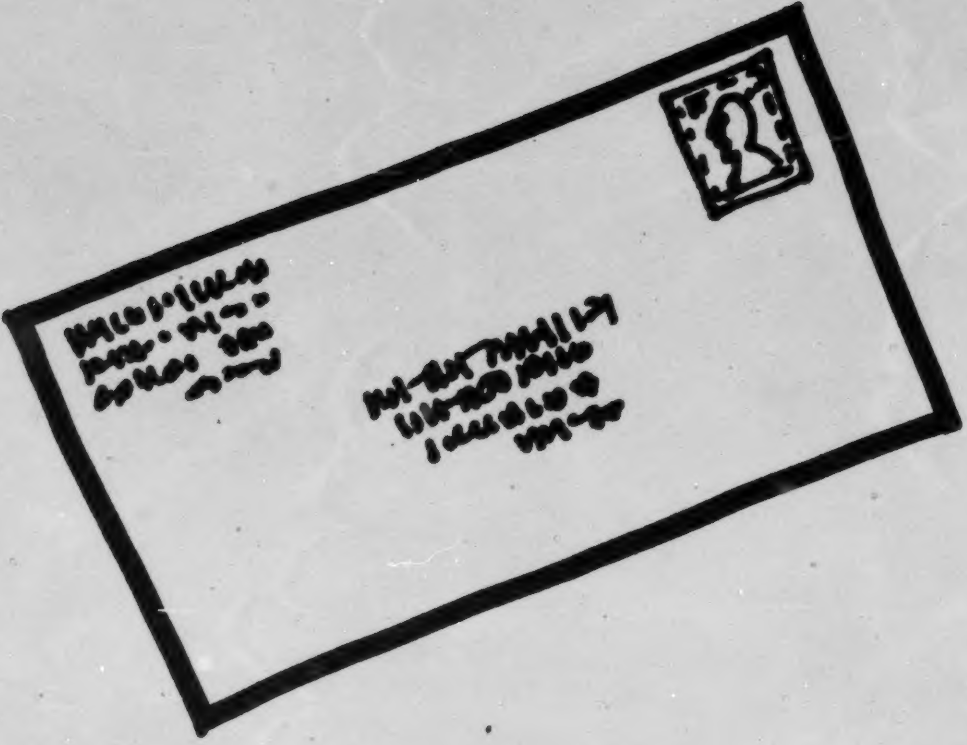

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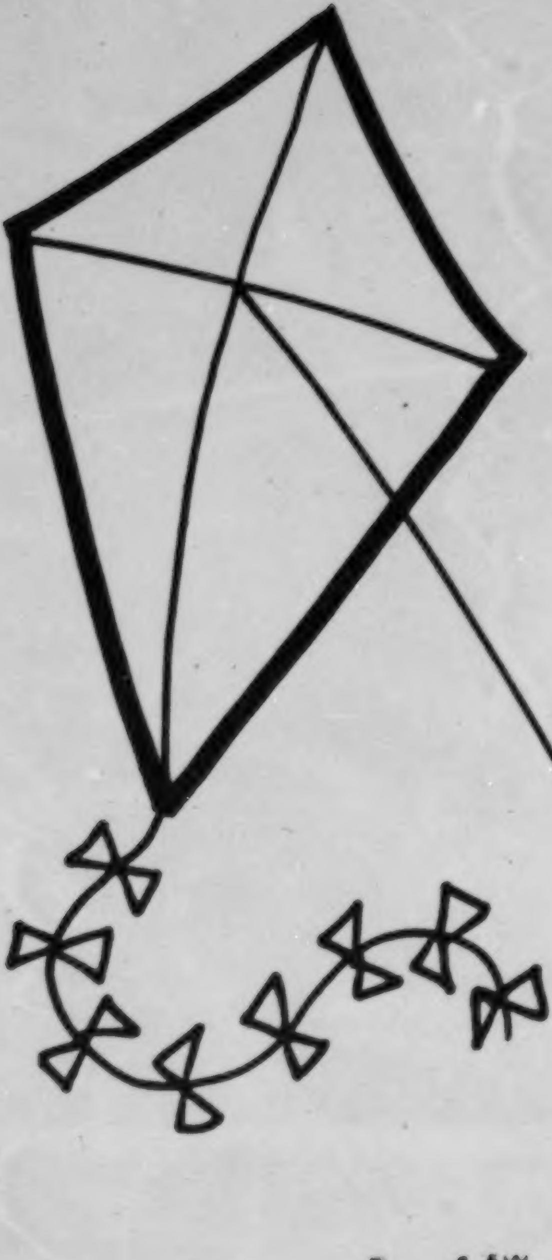

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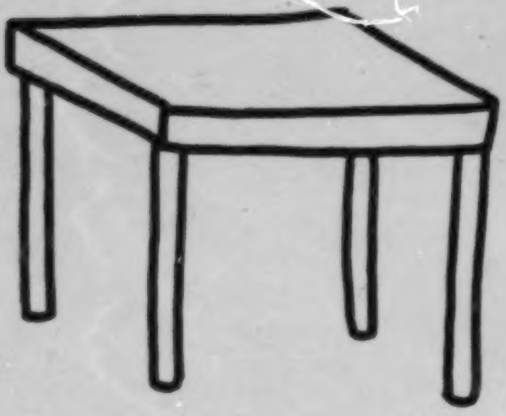

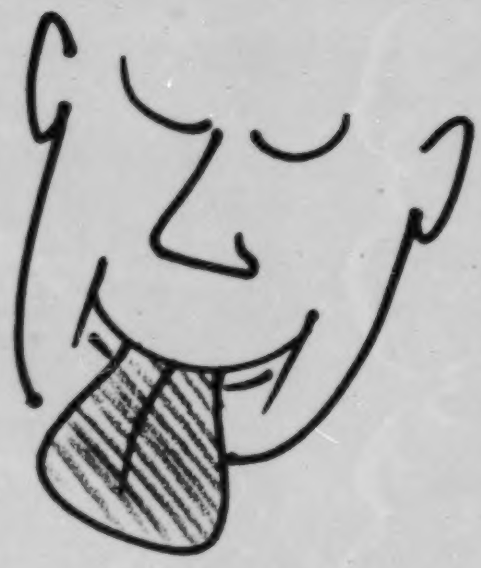

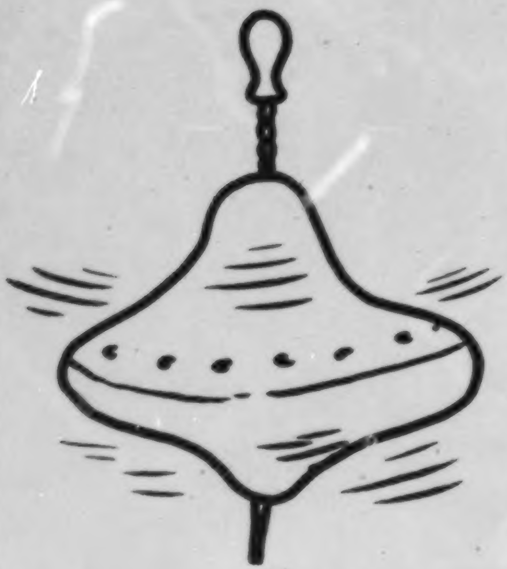

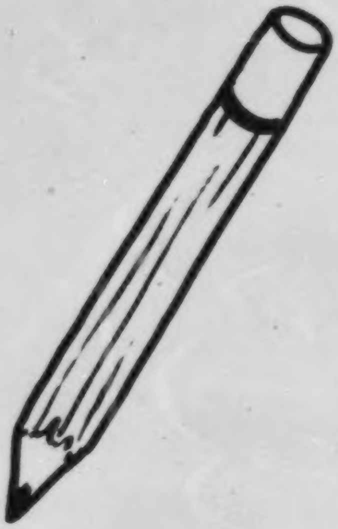

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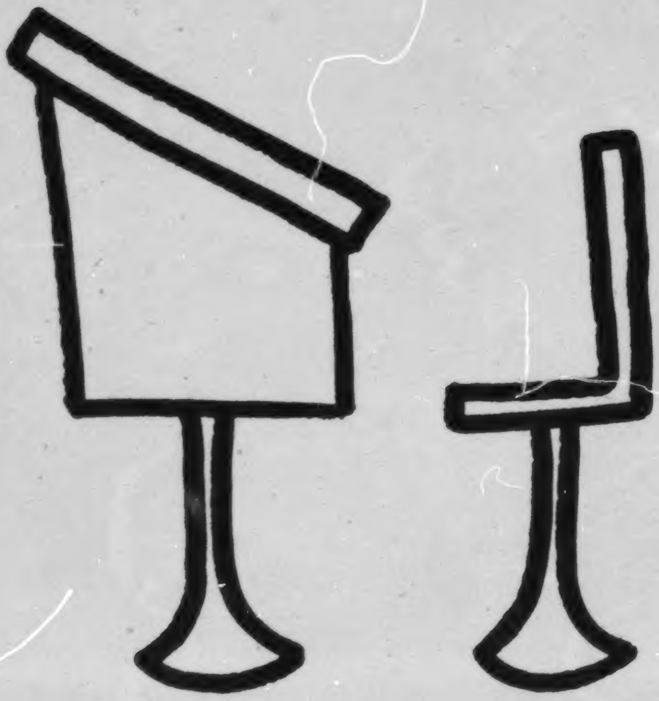

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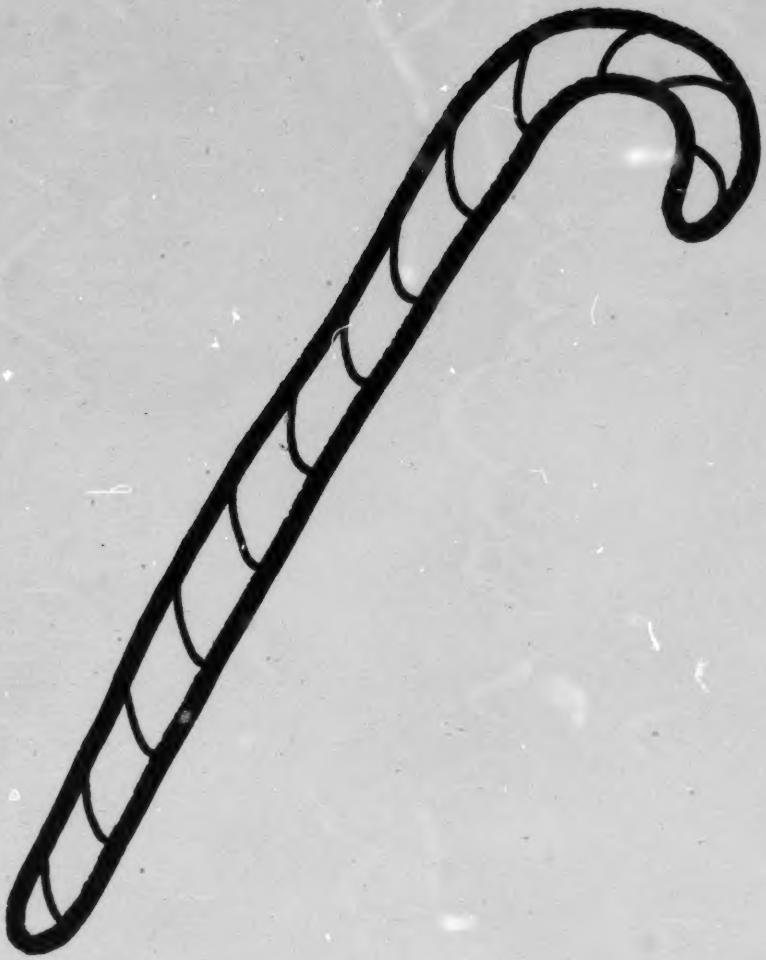

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RED

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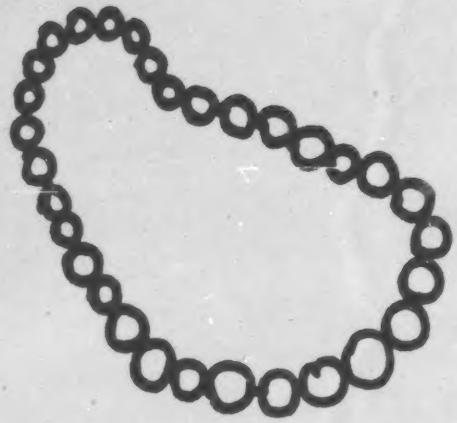

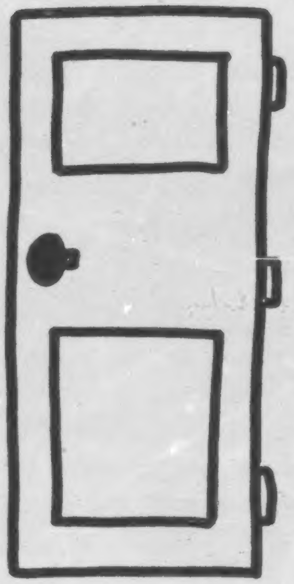

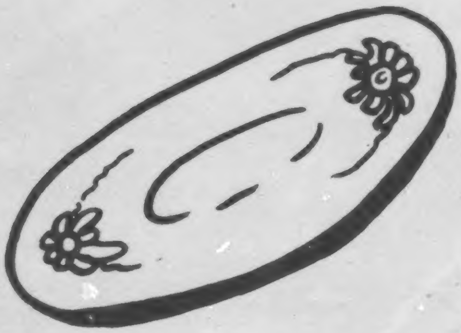

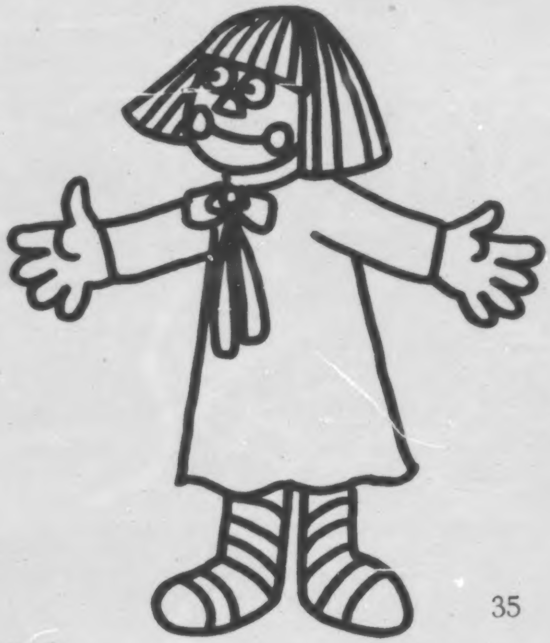

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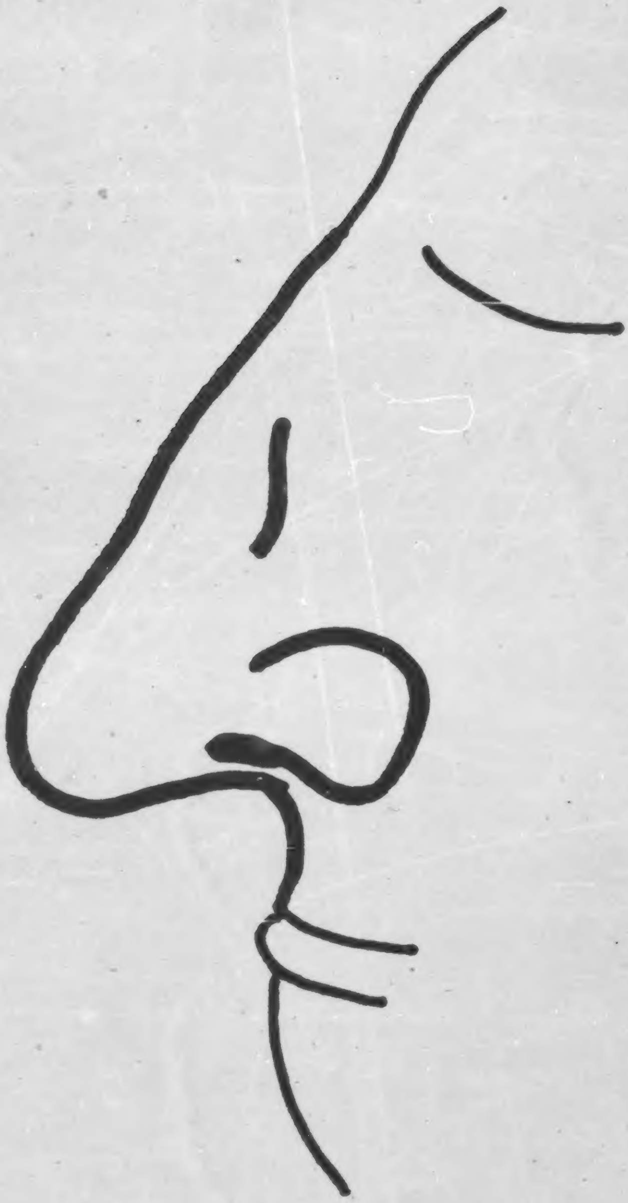

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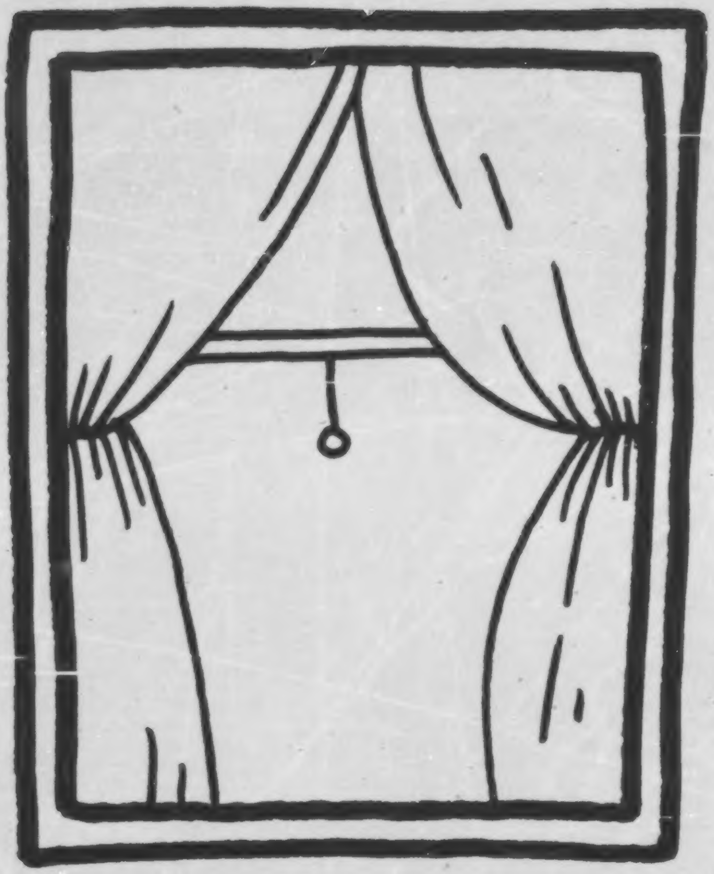

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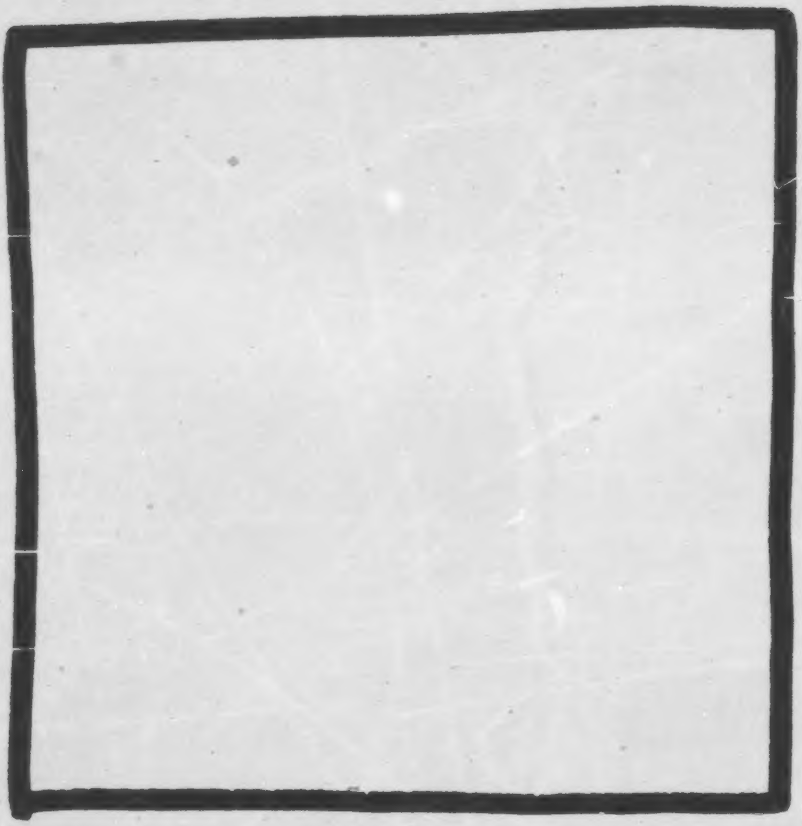

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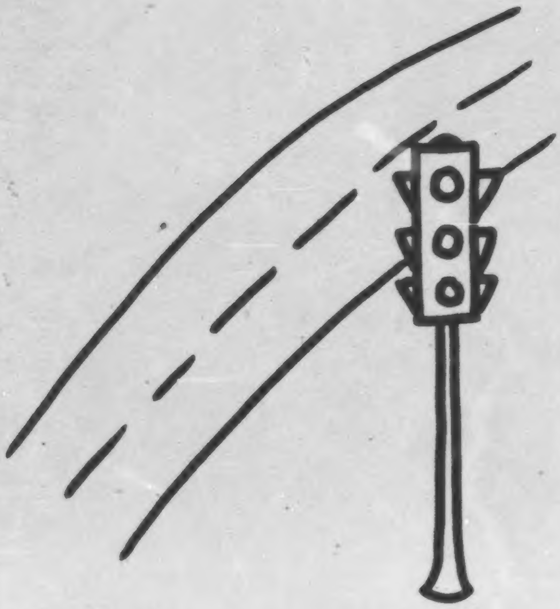

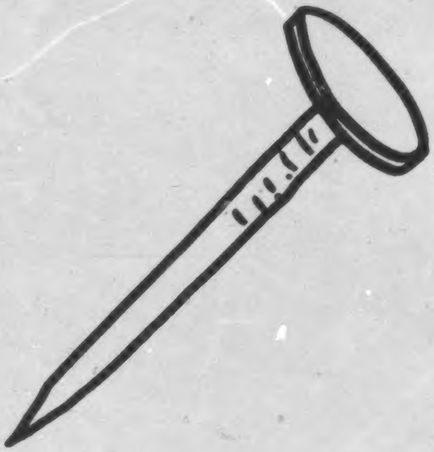

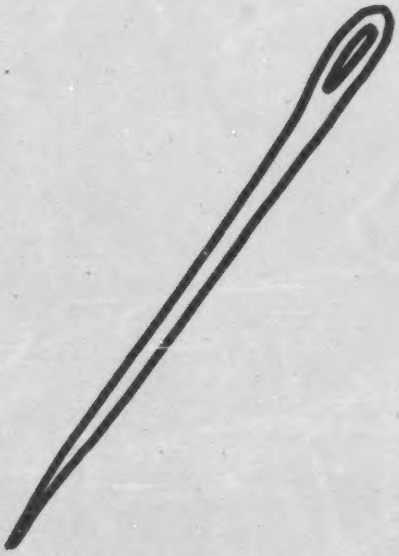

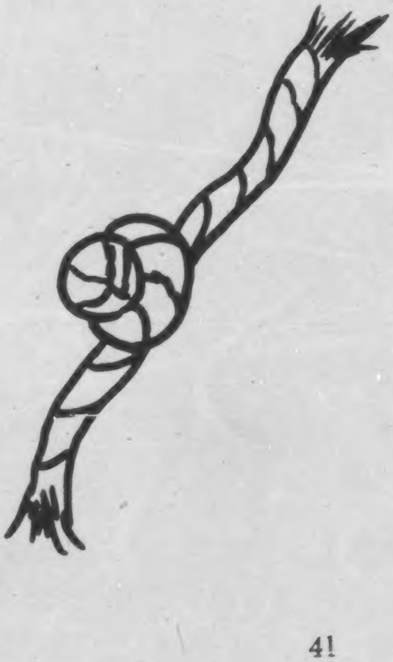

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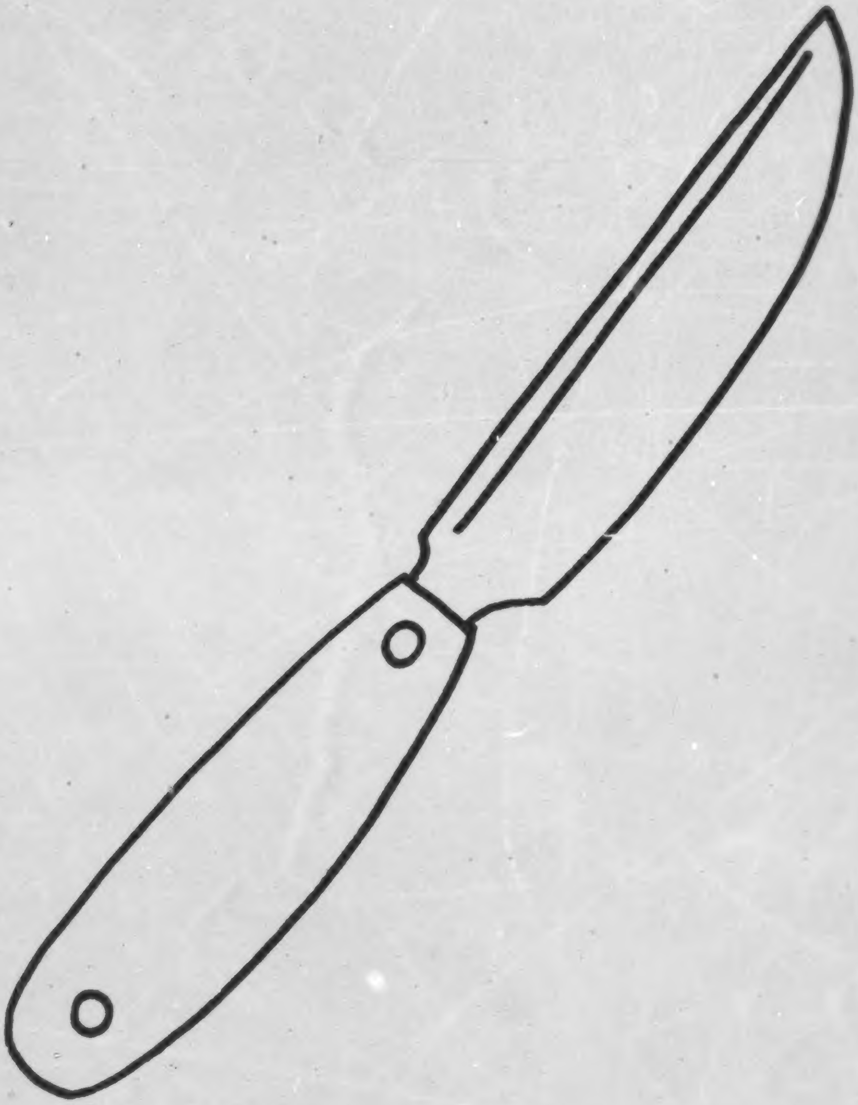

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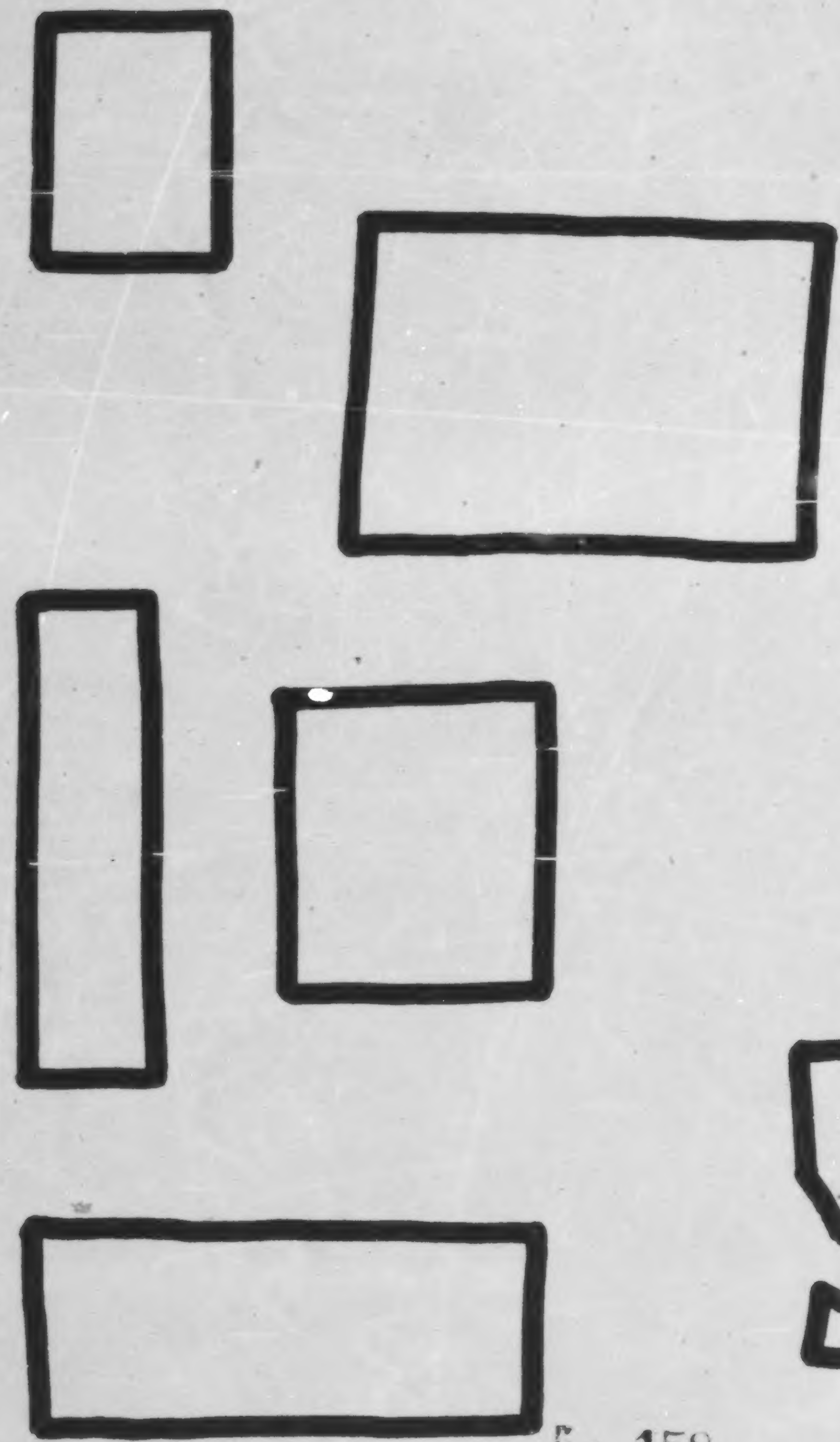

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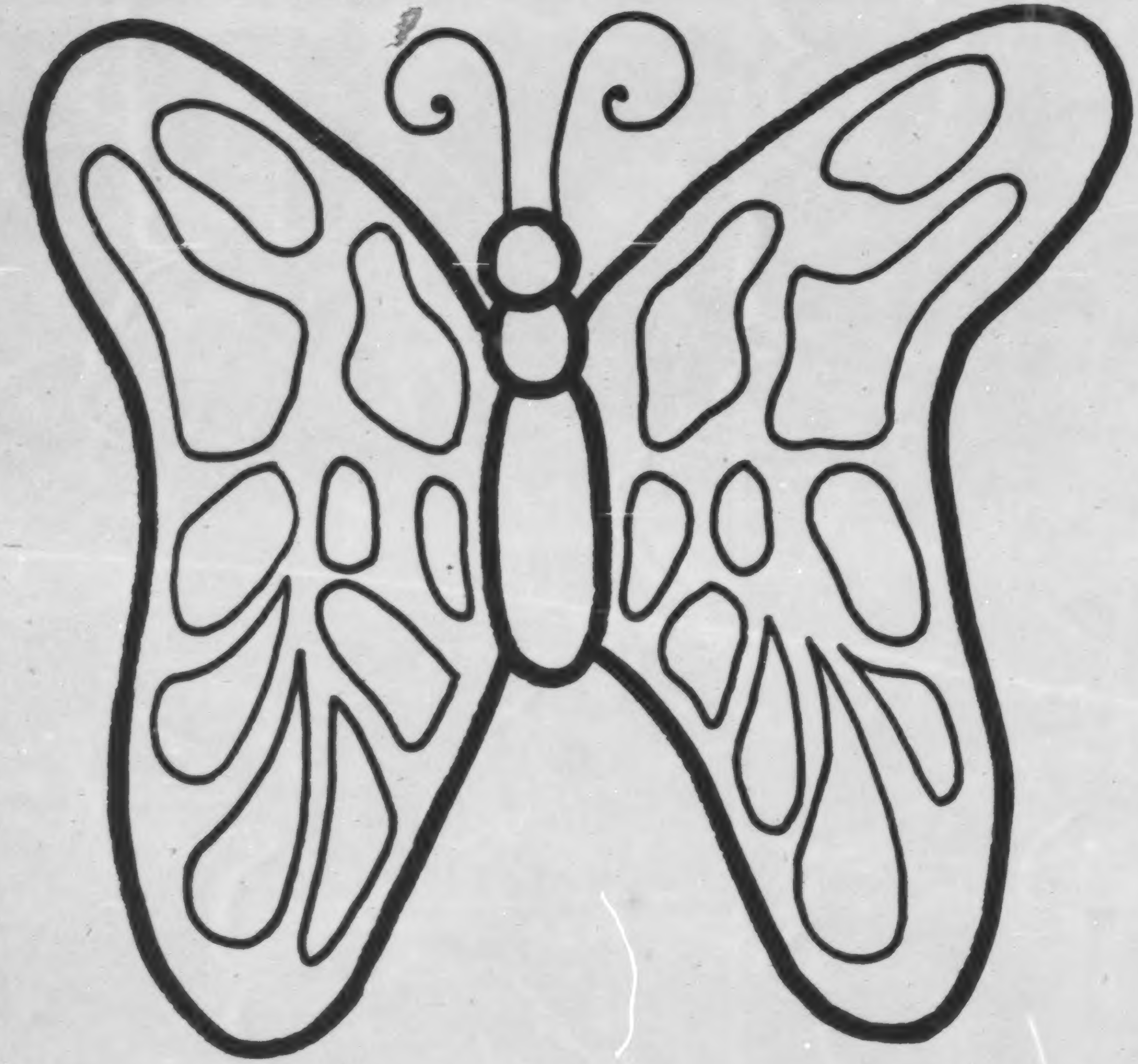

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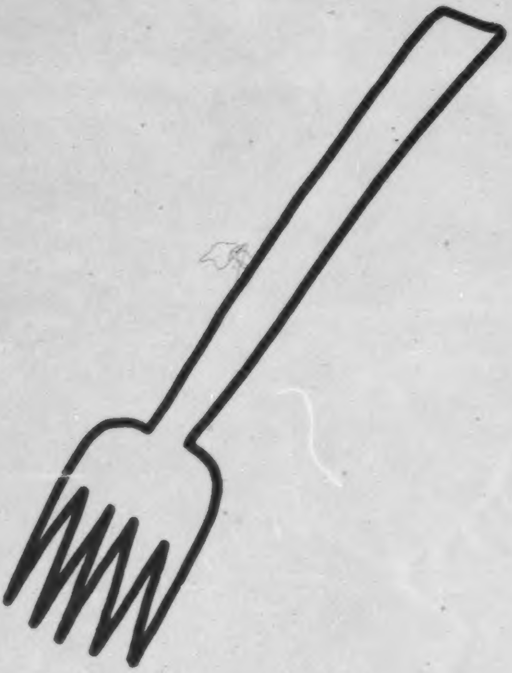

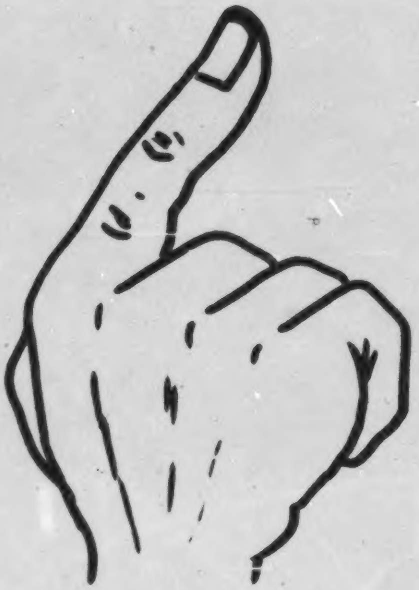

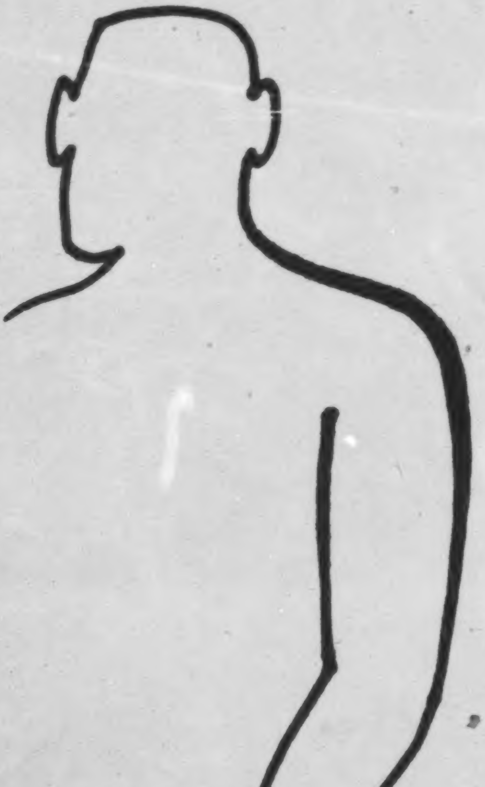

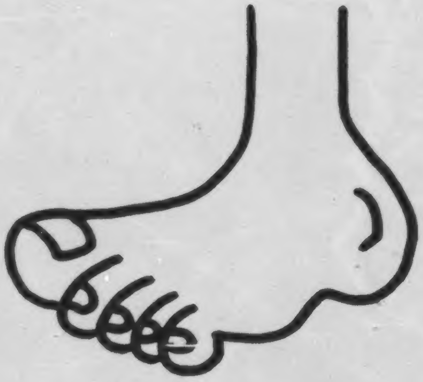

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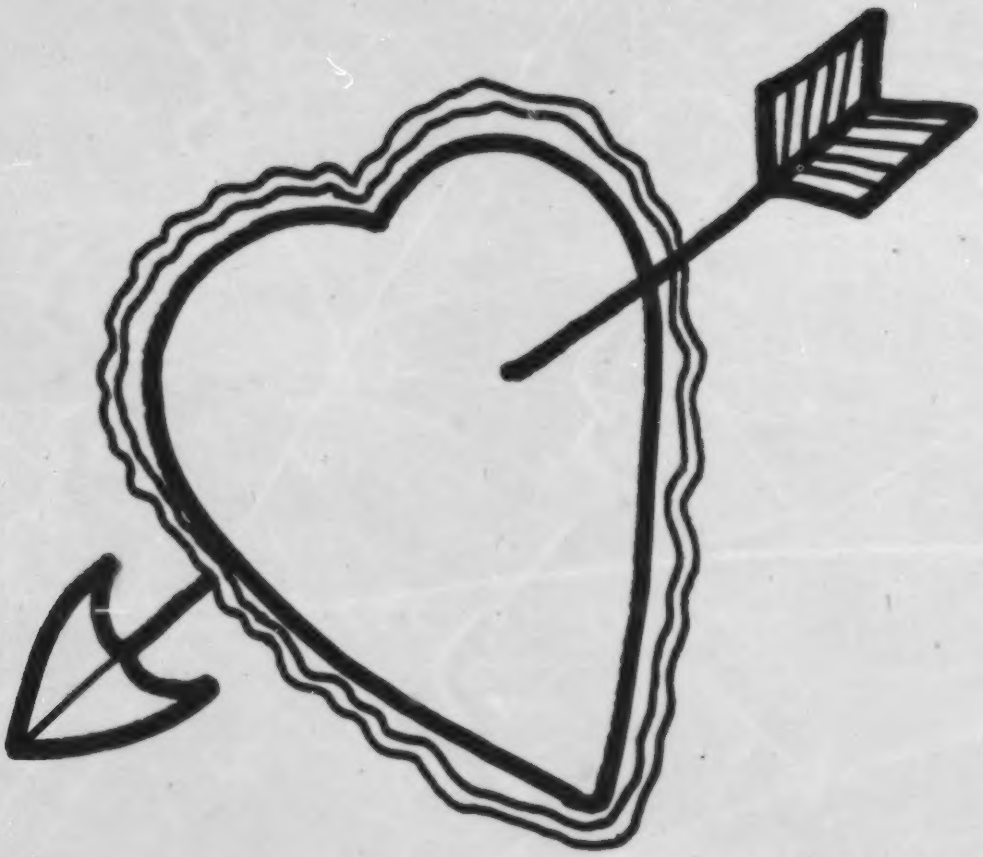

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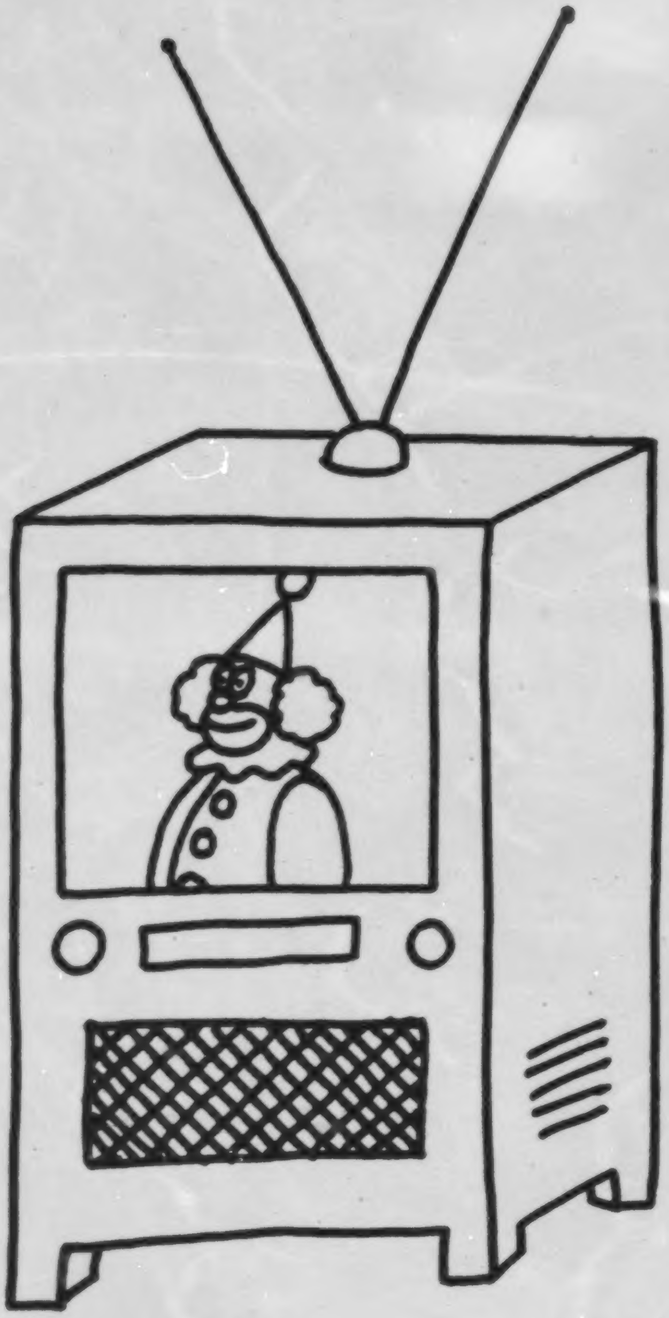

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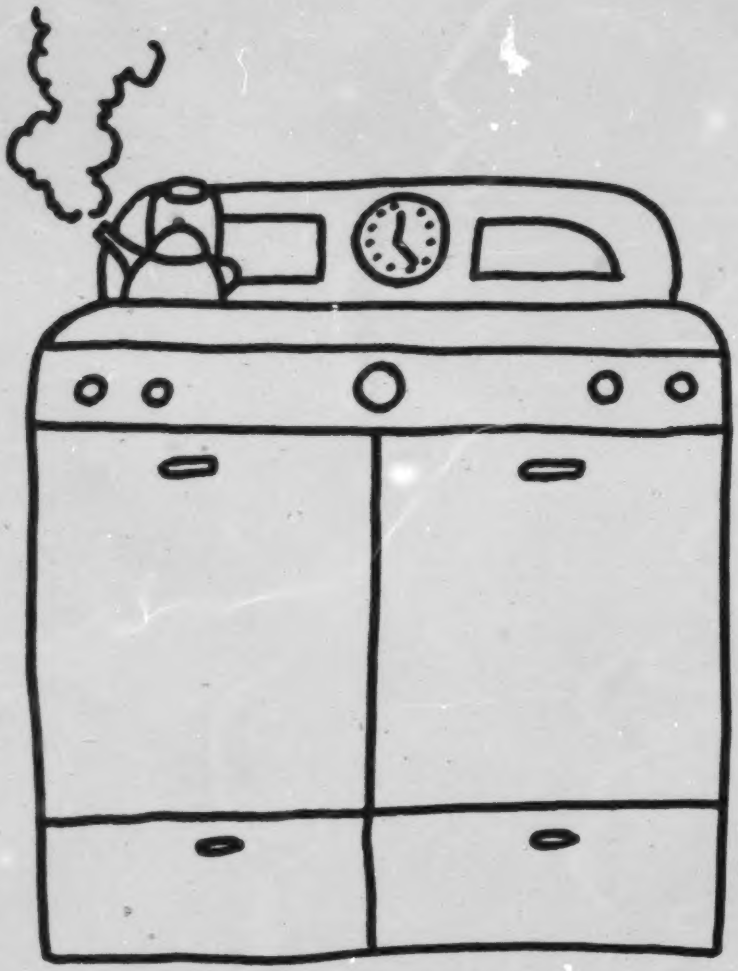

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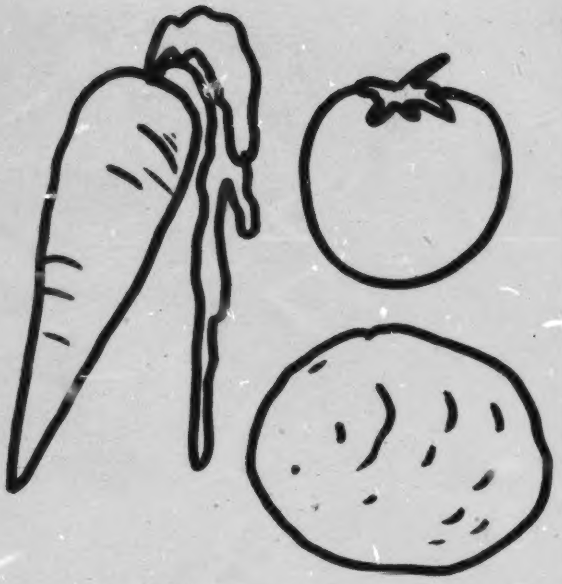

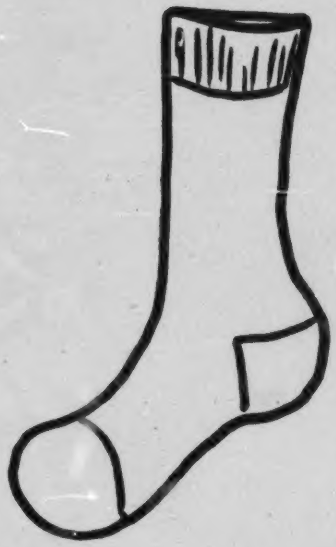

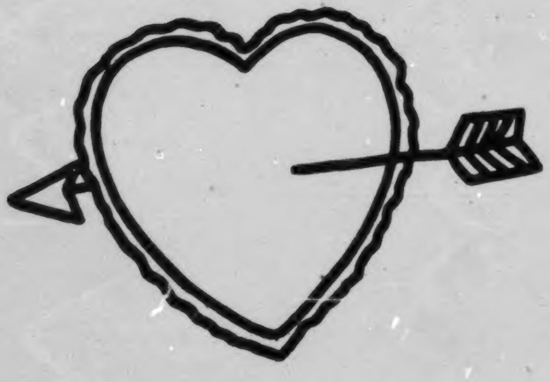

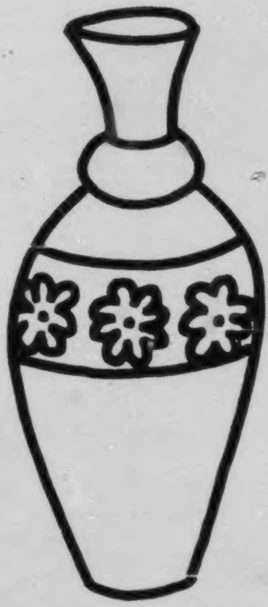

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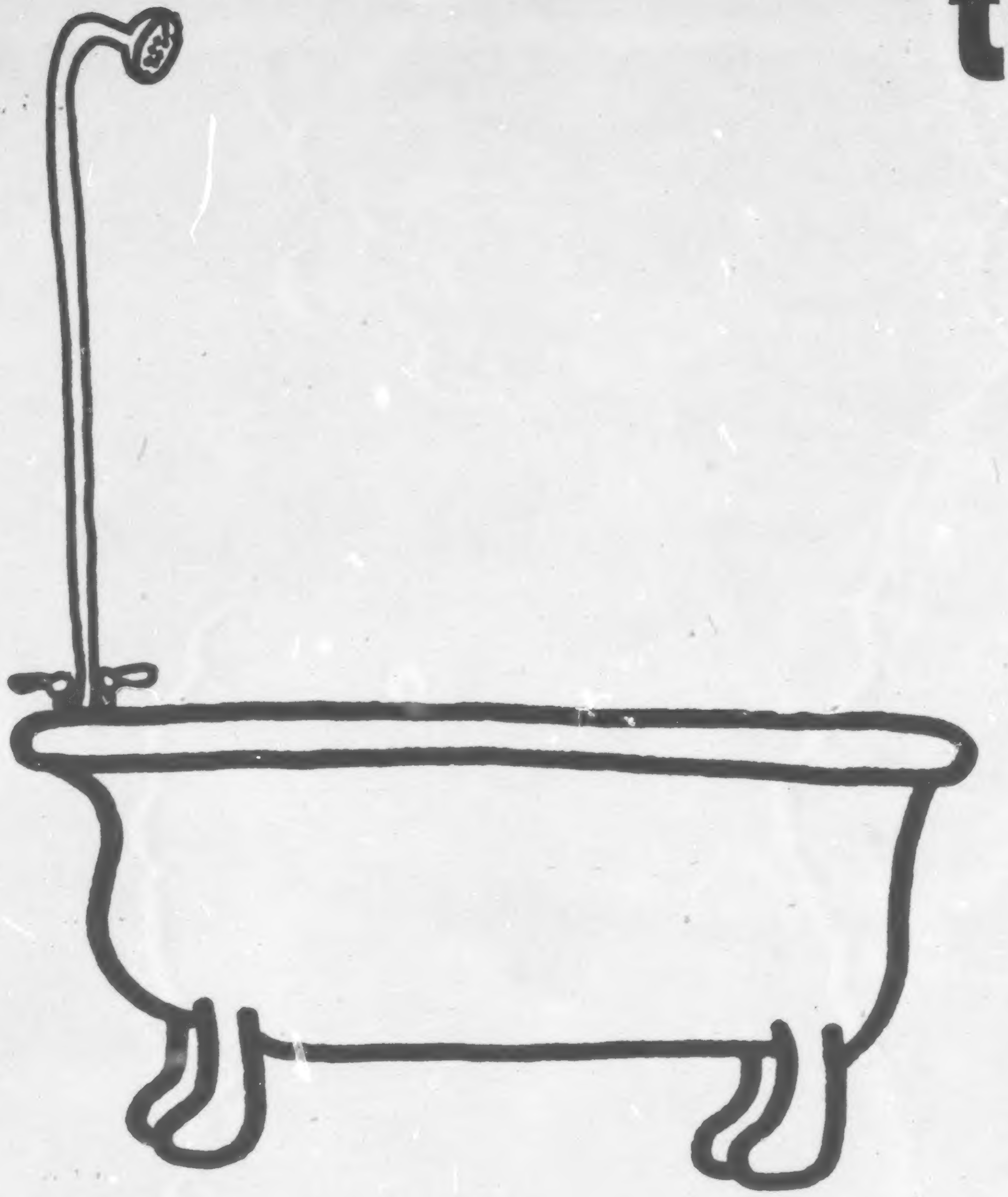
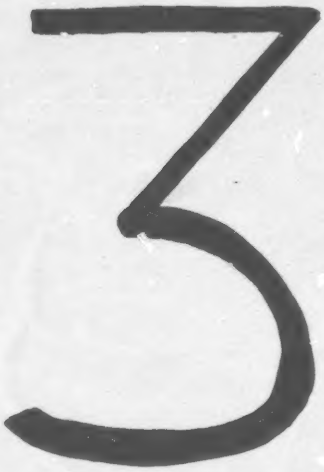
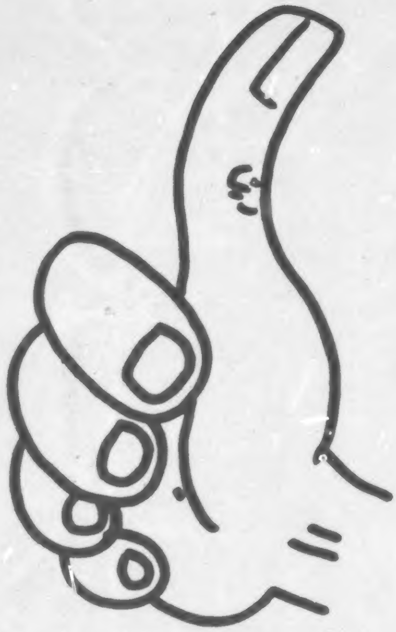
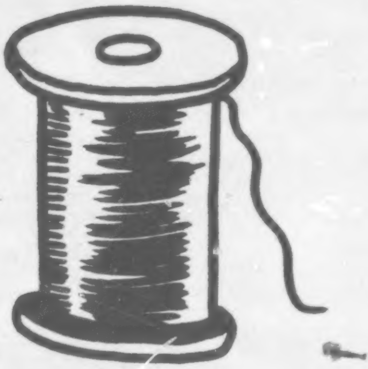
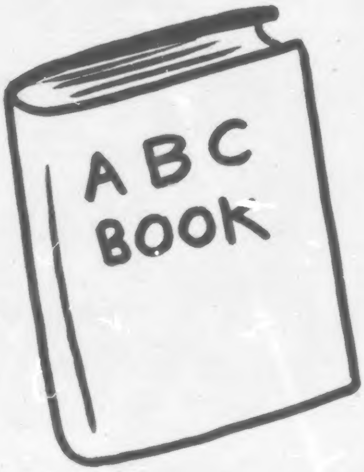


Which picture does not have the "th" sound?









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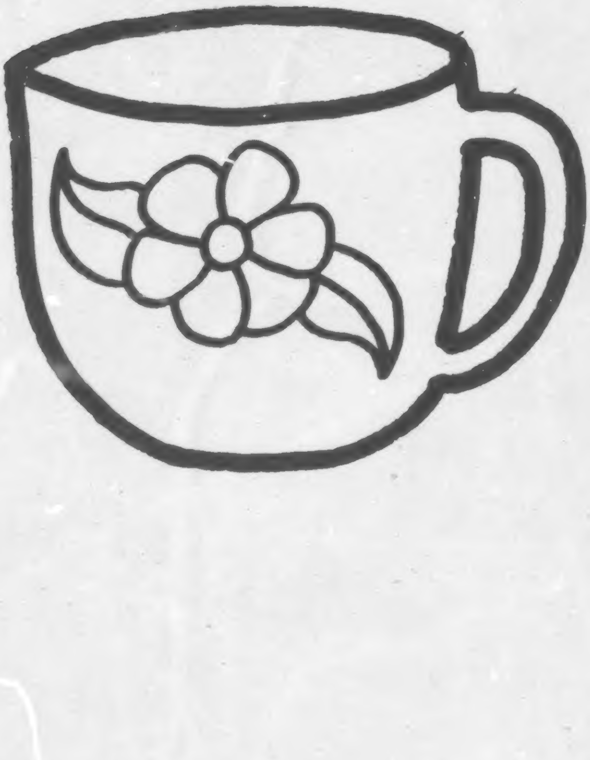

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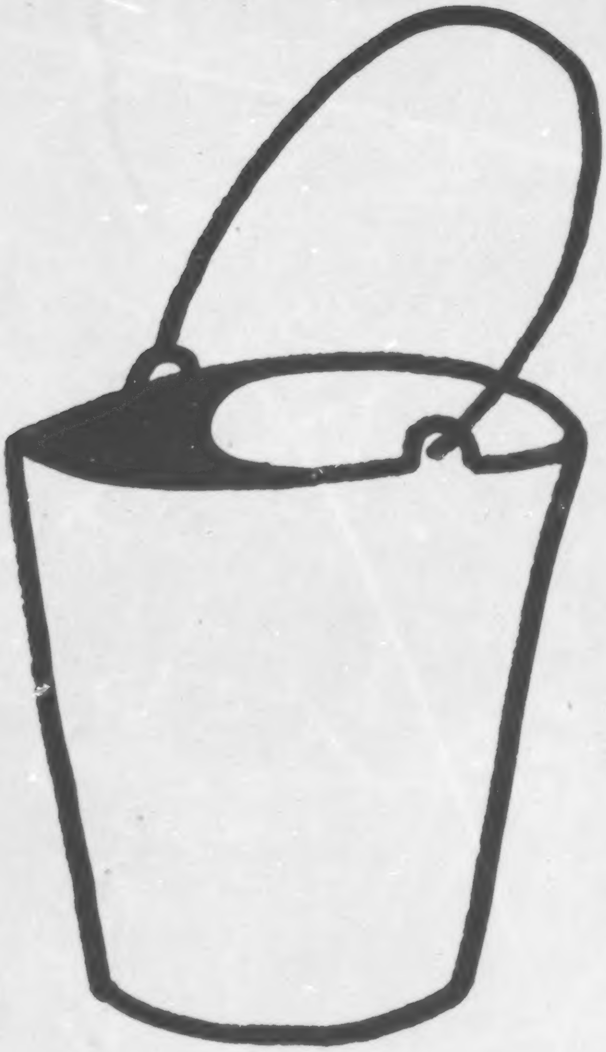

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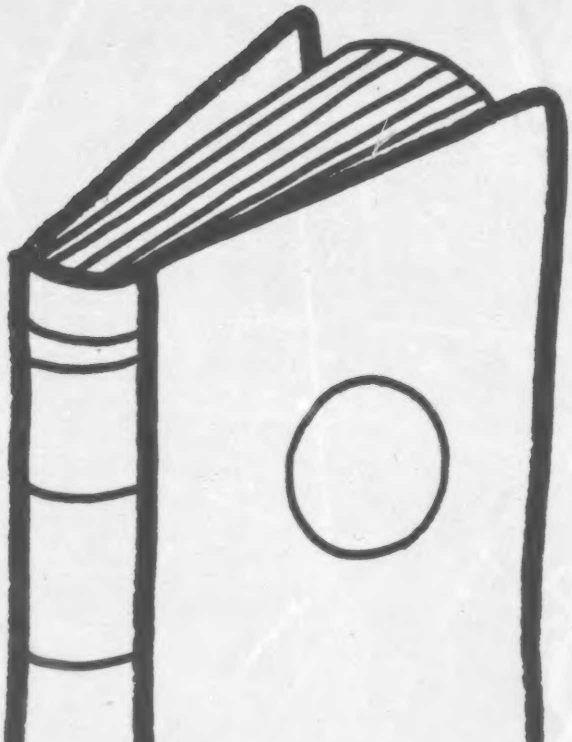
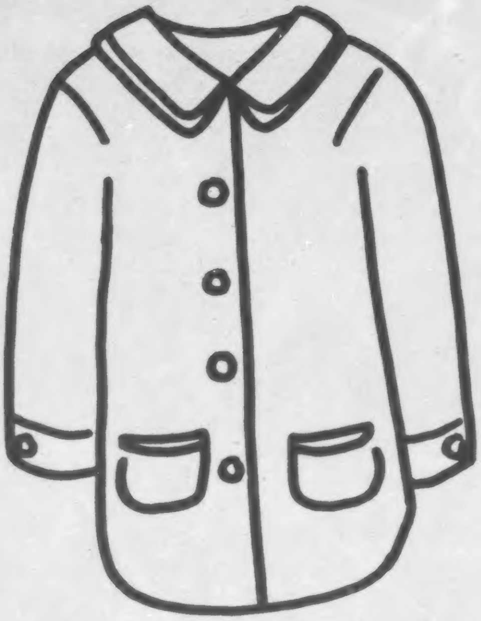
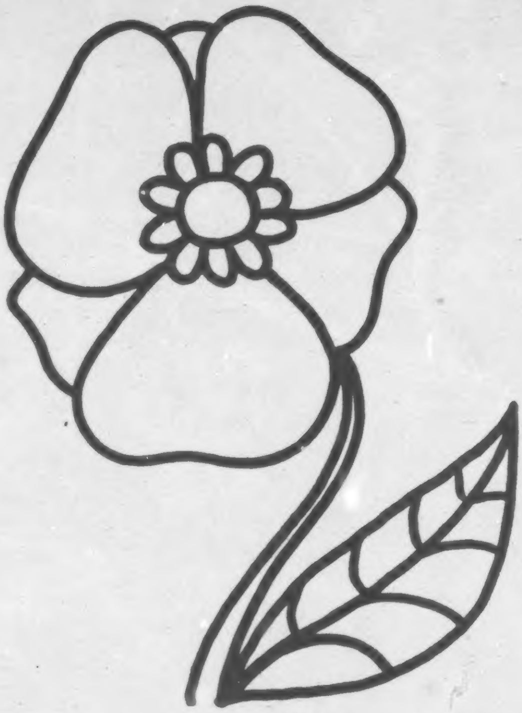
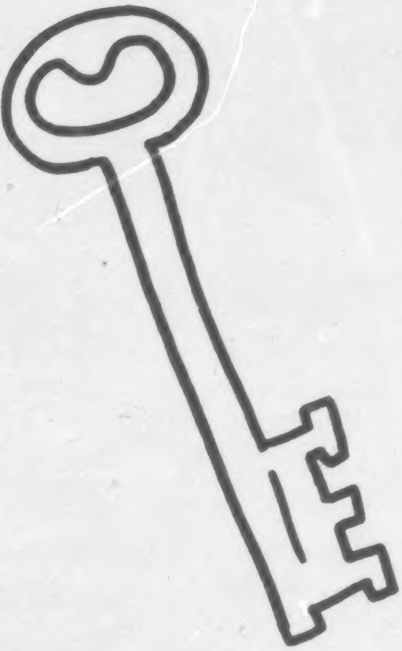
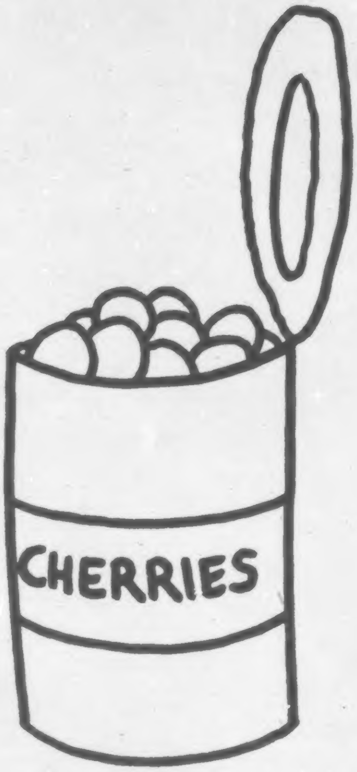


Which picture does not have the "k" sound?

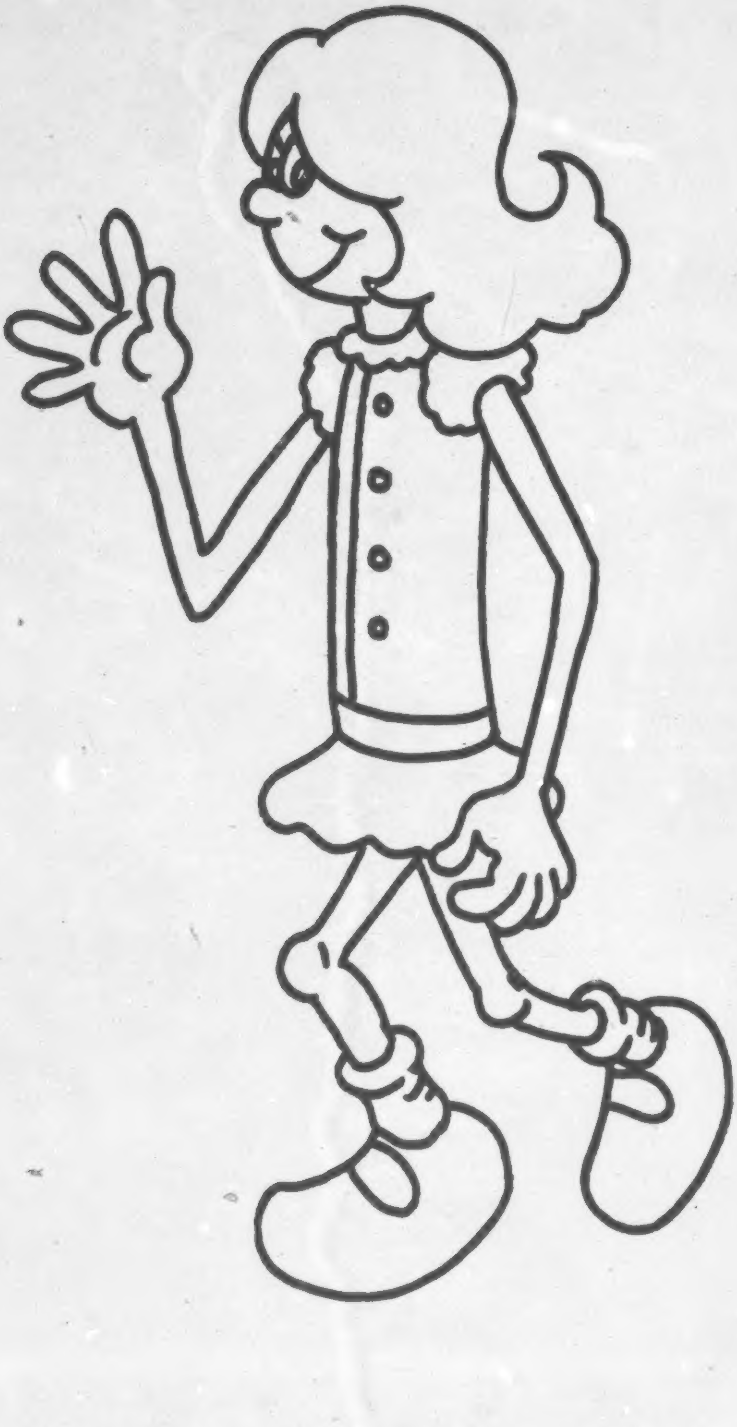








g



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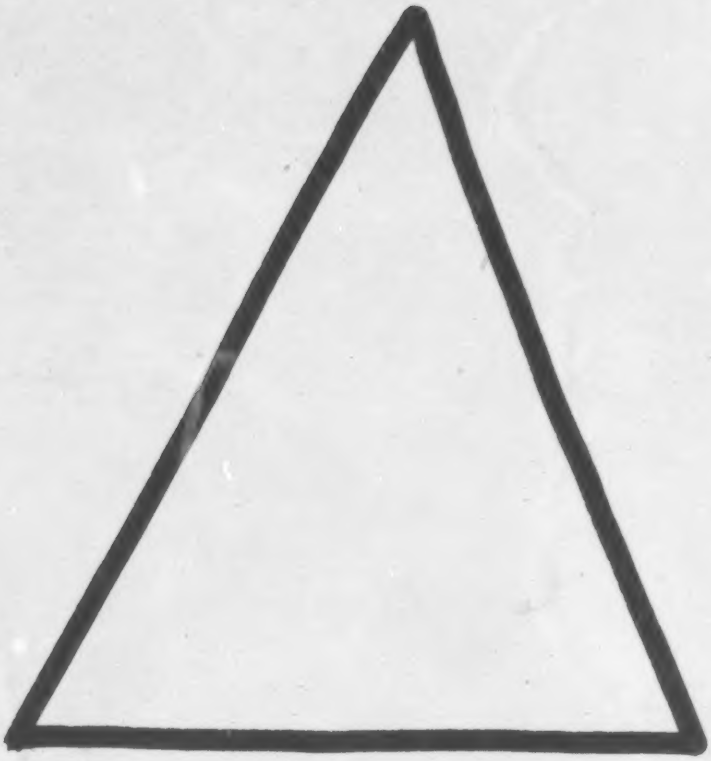
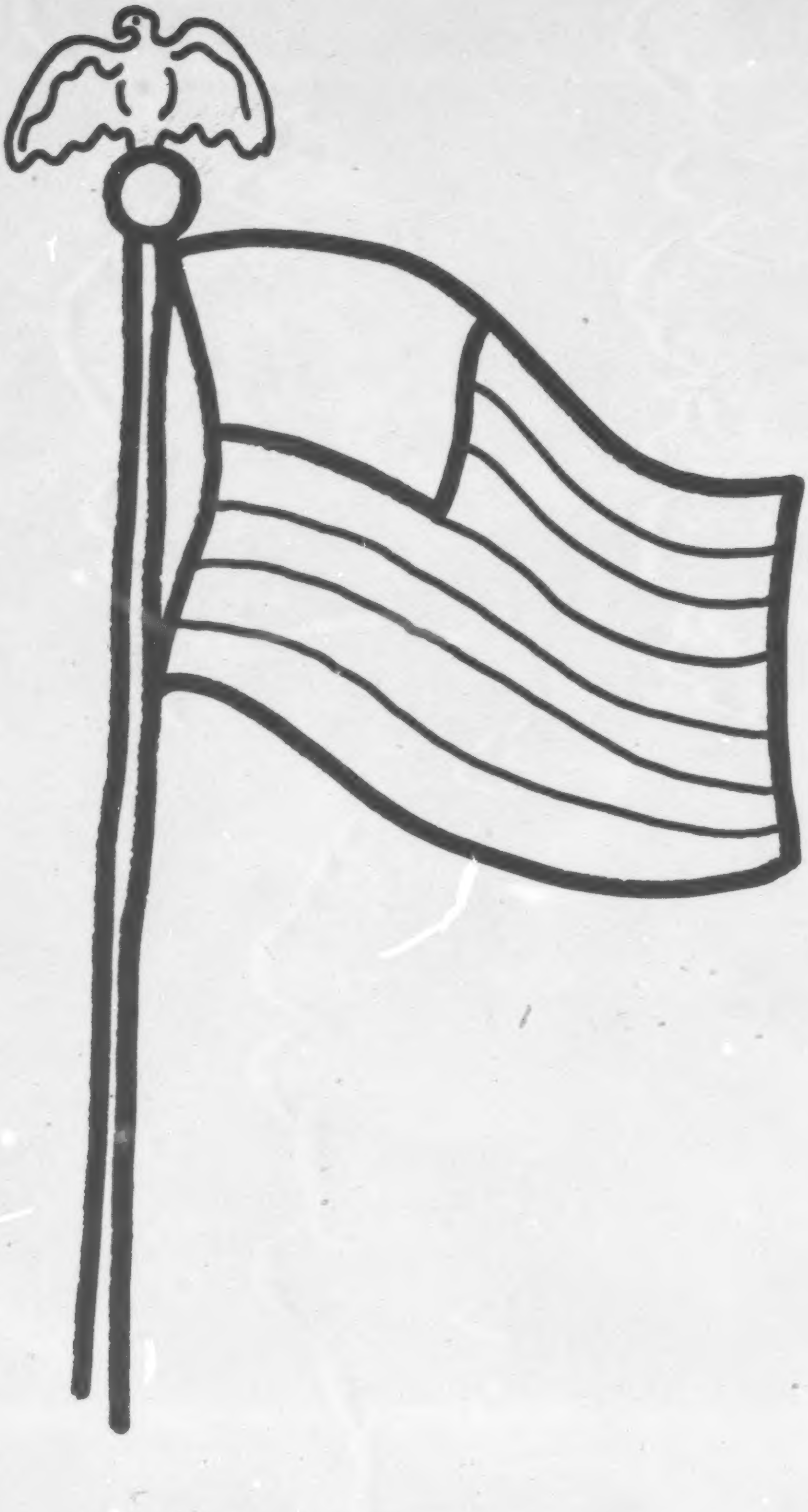
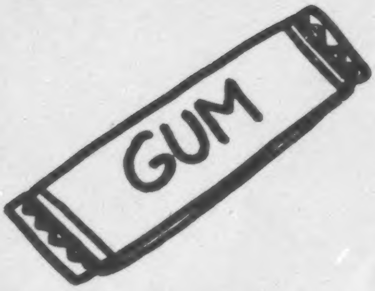


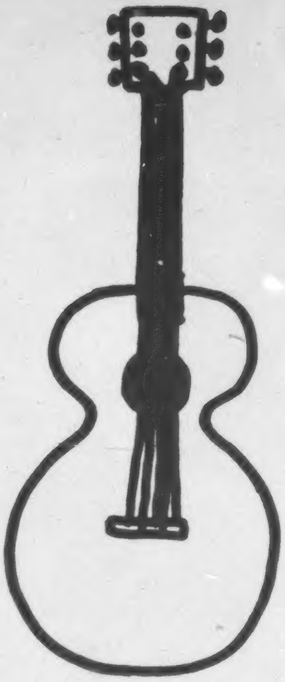
GREEN

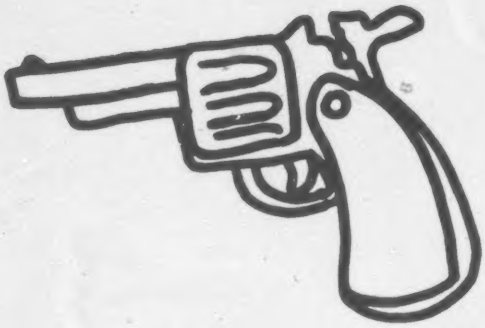
g

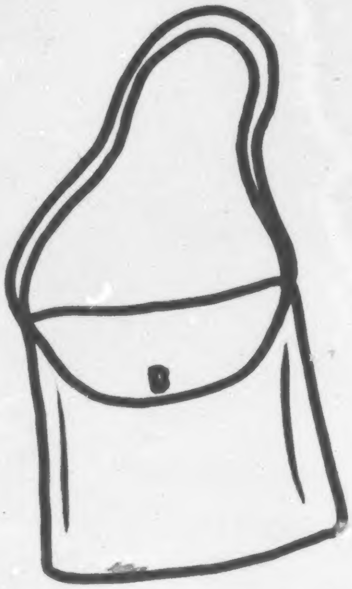


Which picture does not have the "g" sound?









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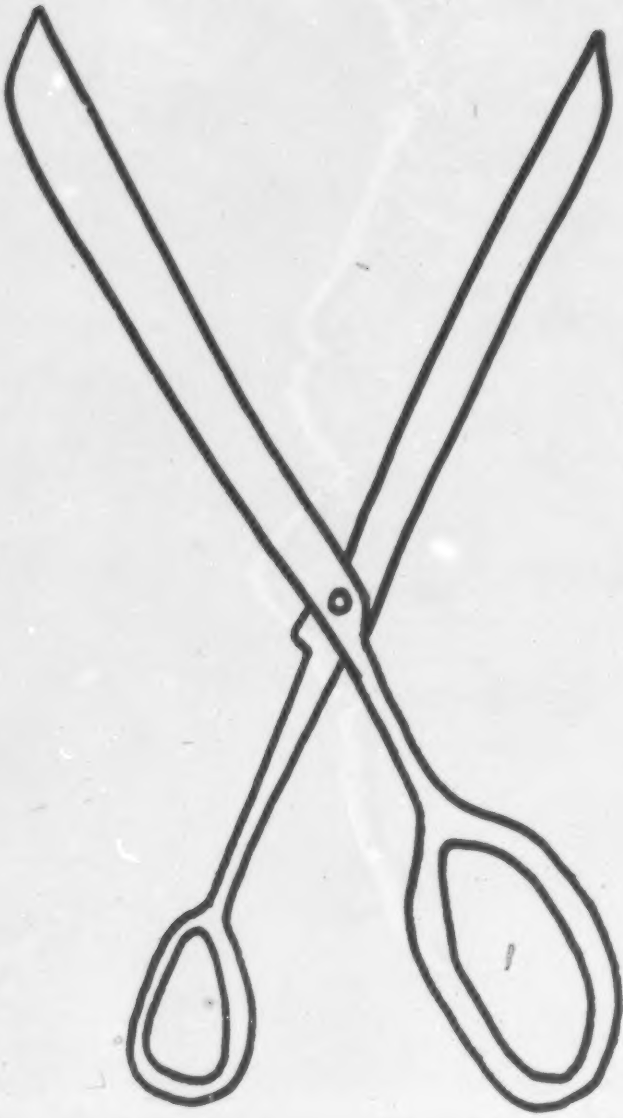

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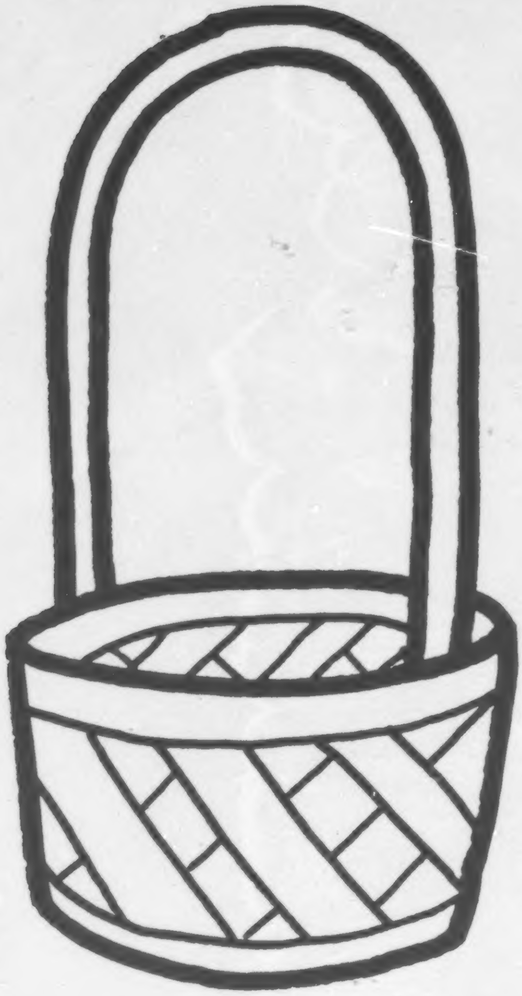

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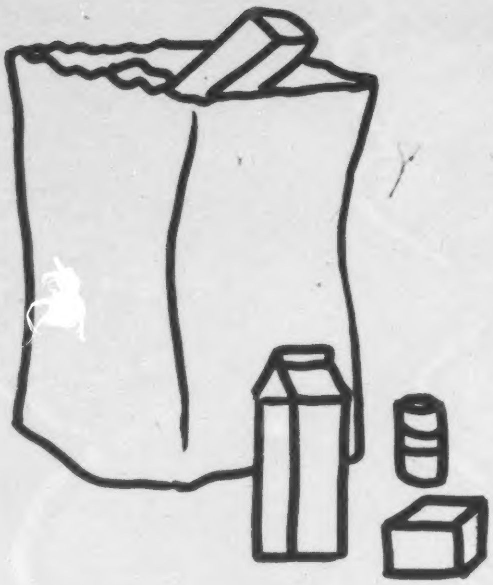

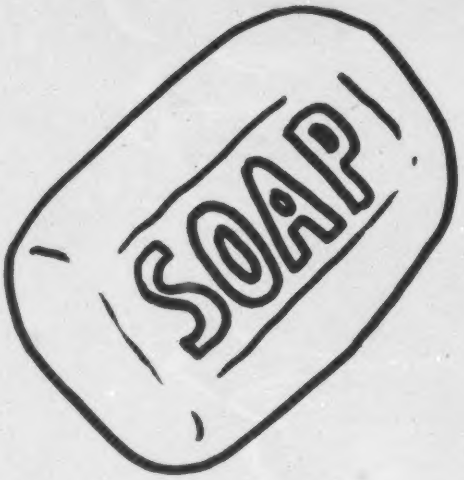

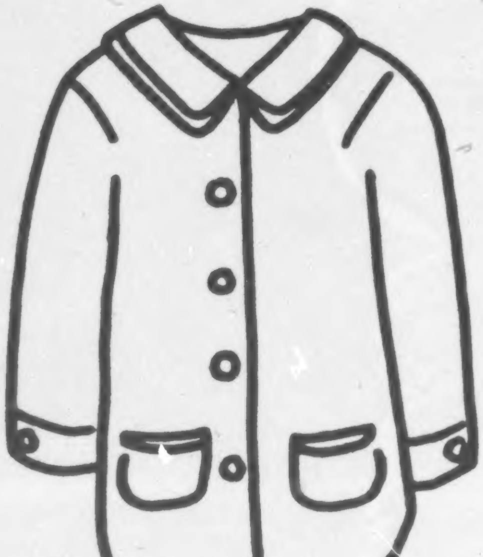

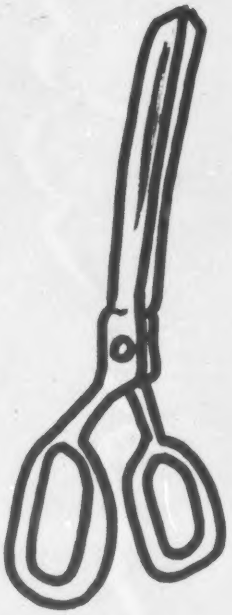

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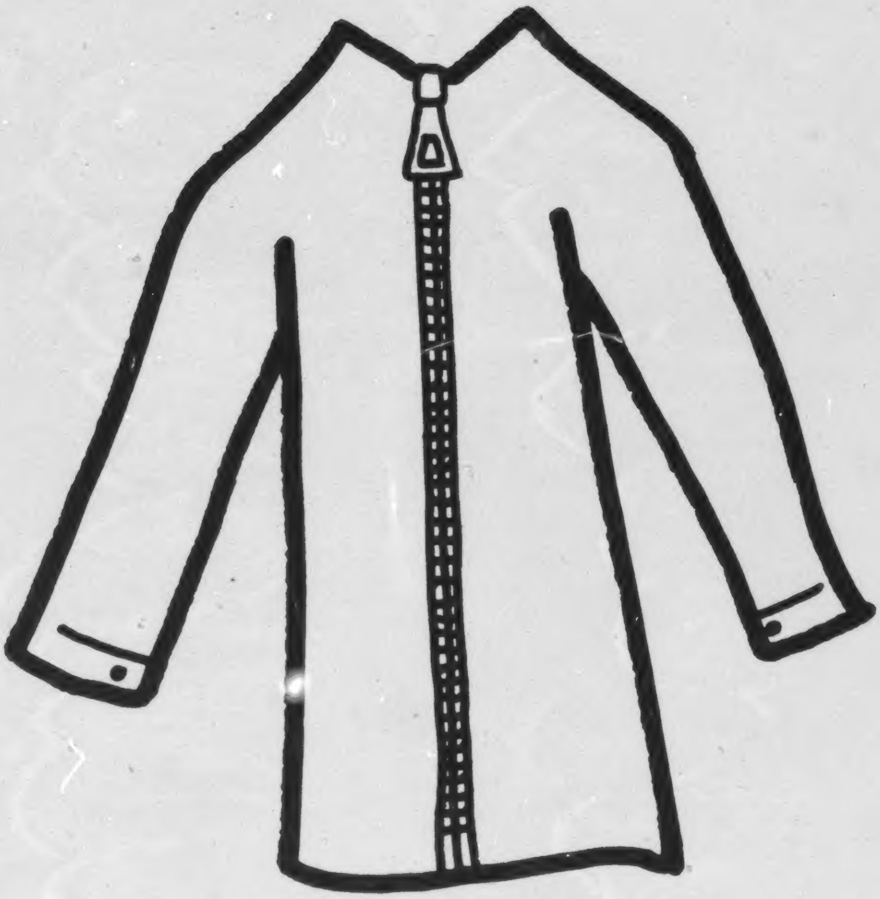

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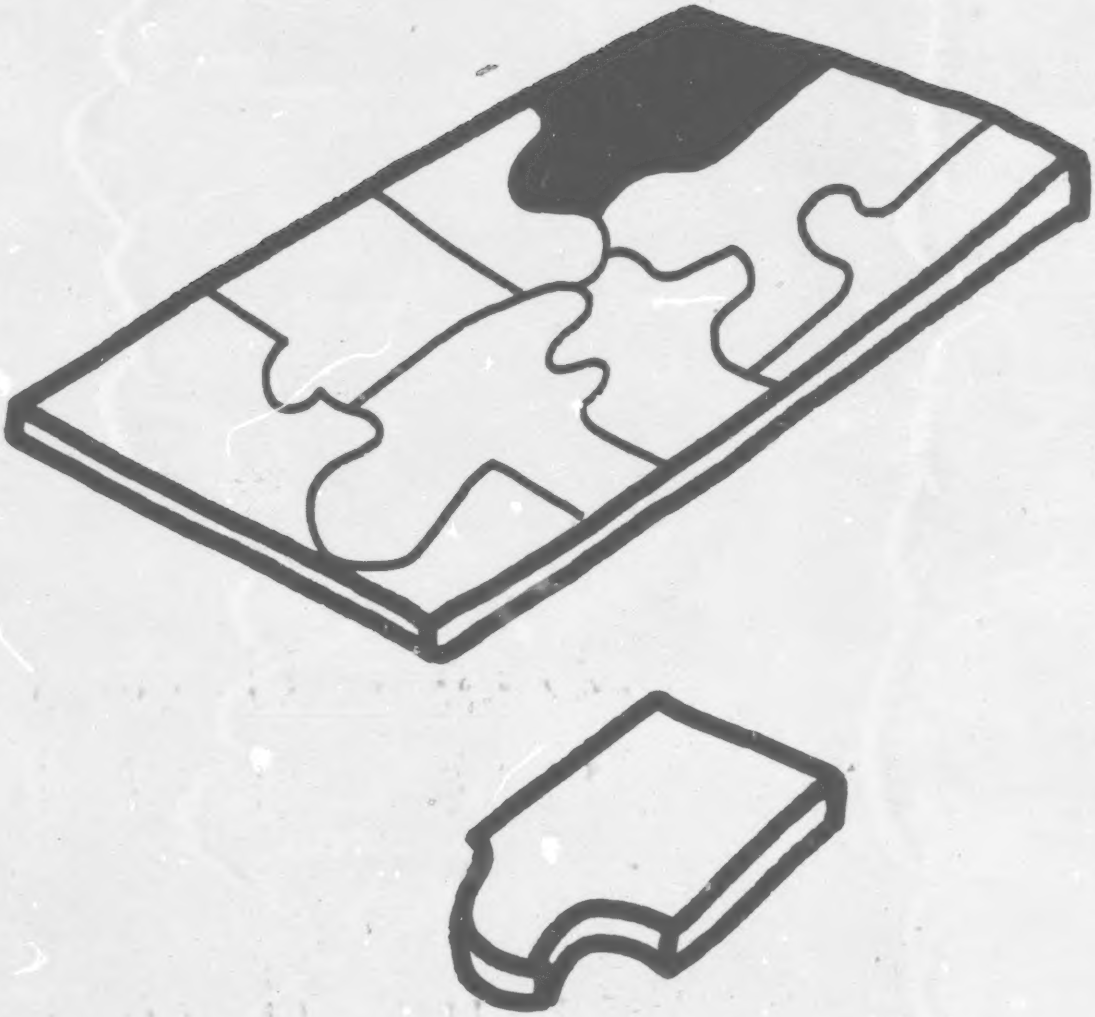

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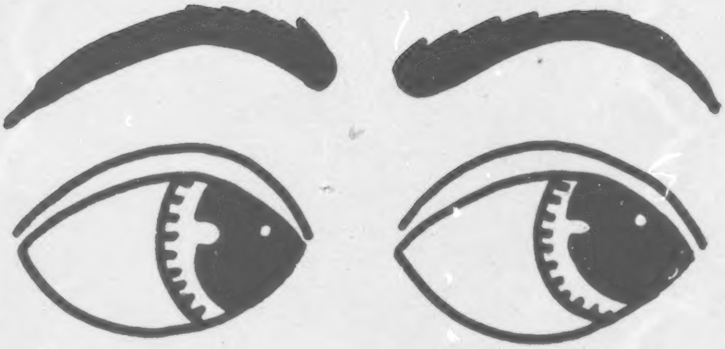
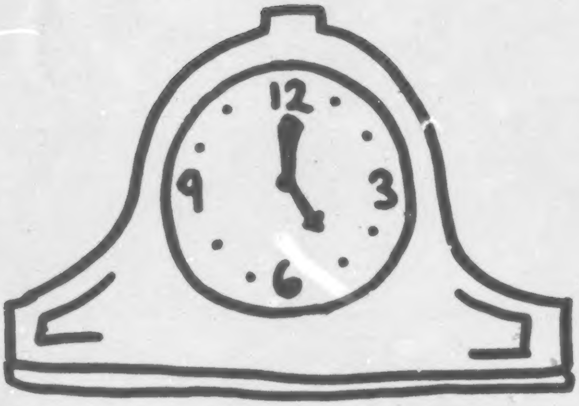
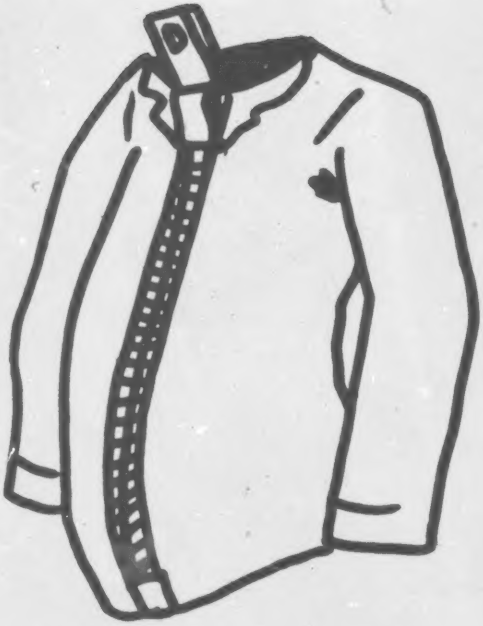
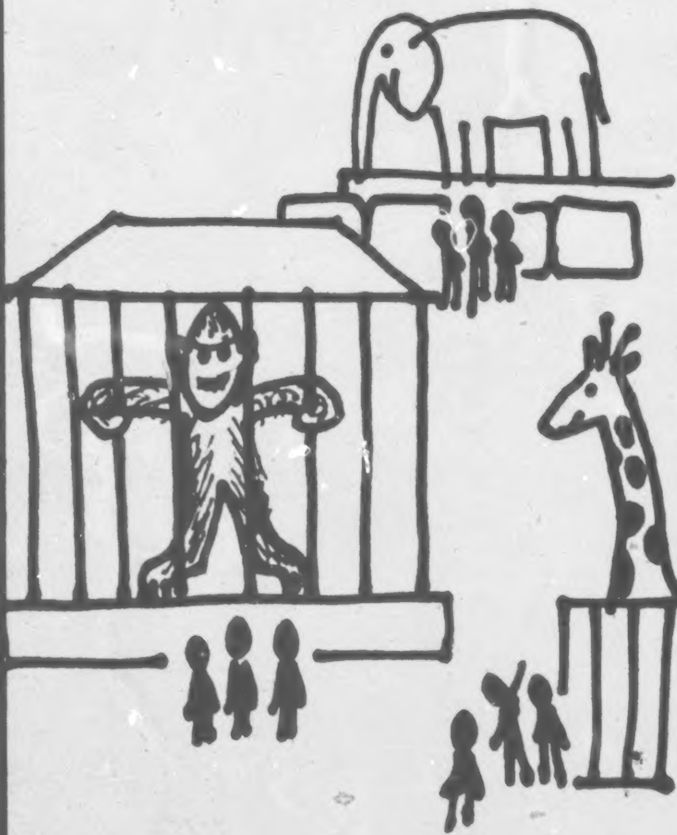
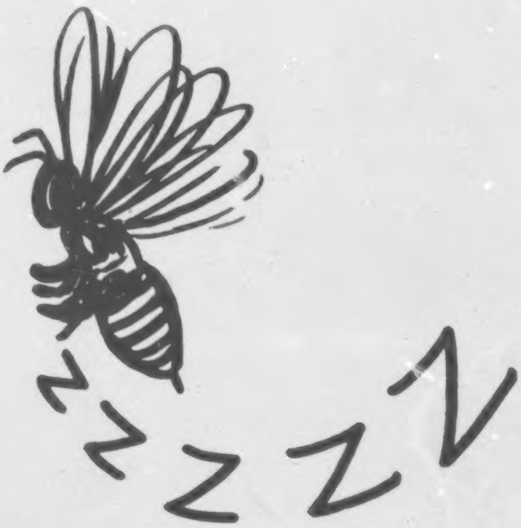


Which picture does not have the "z" sound?









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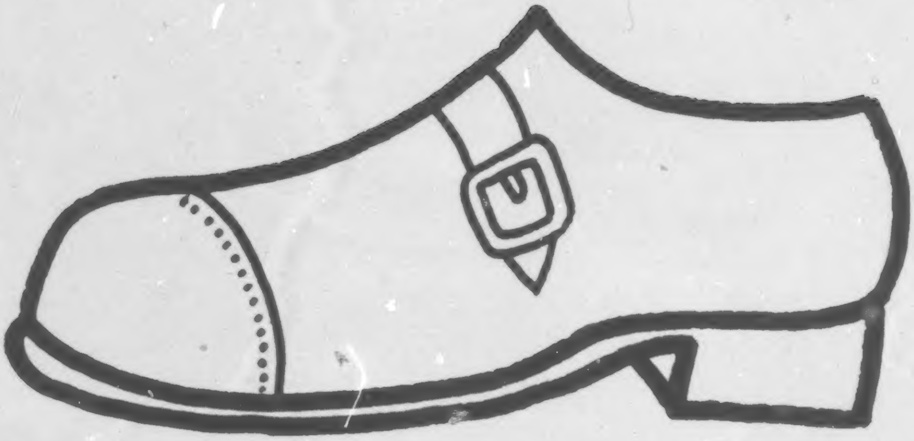

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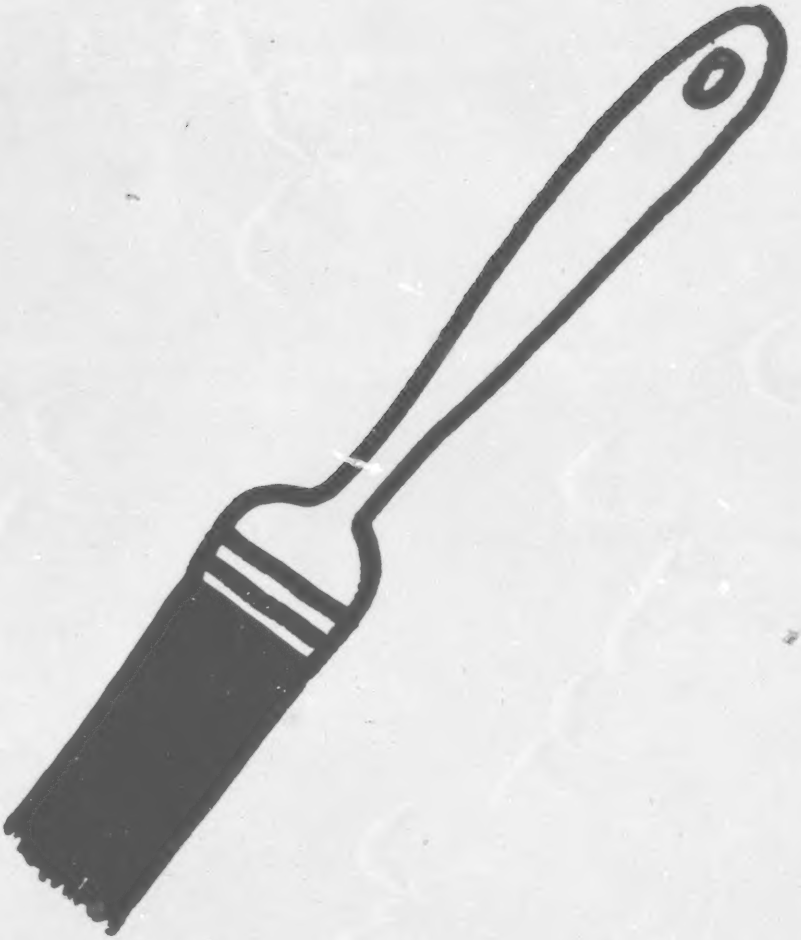

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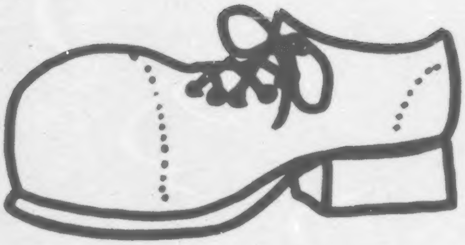

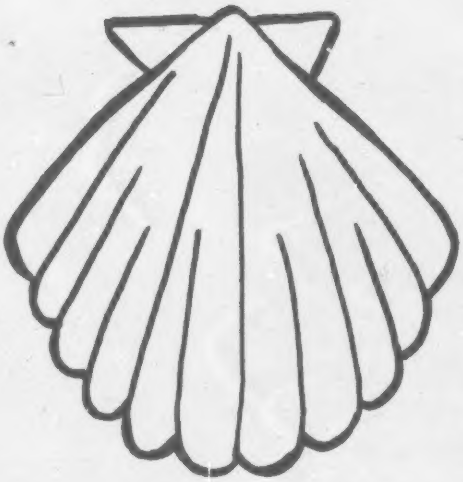

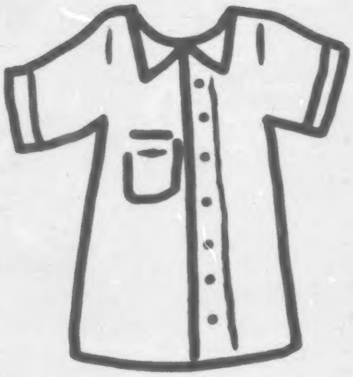

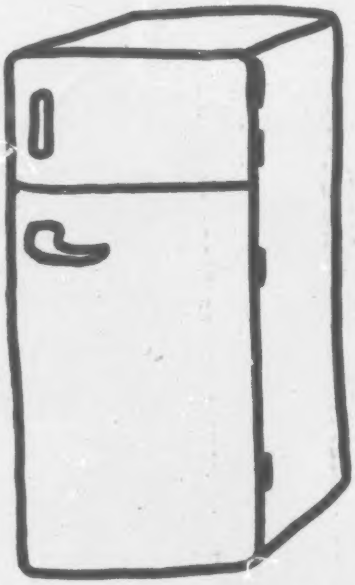

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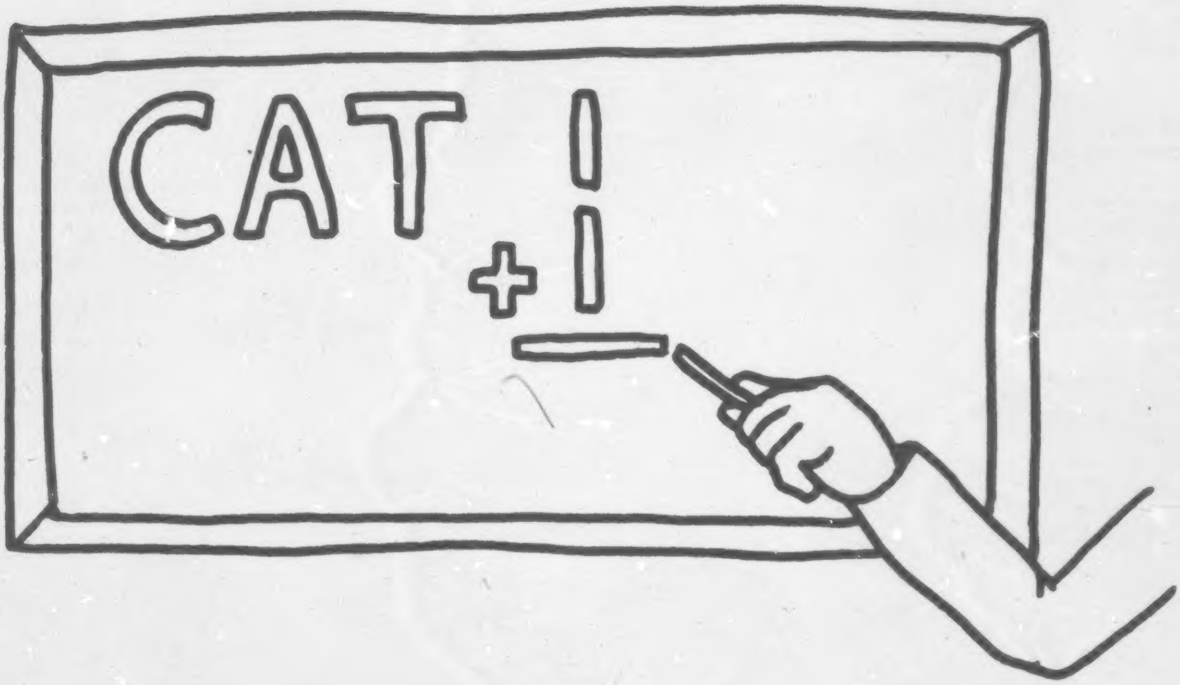

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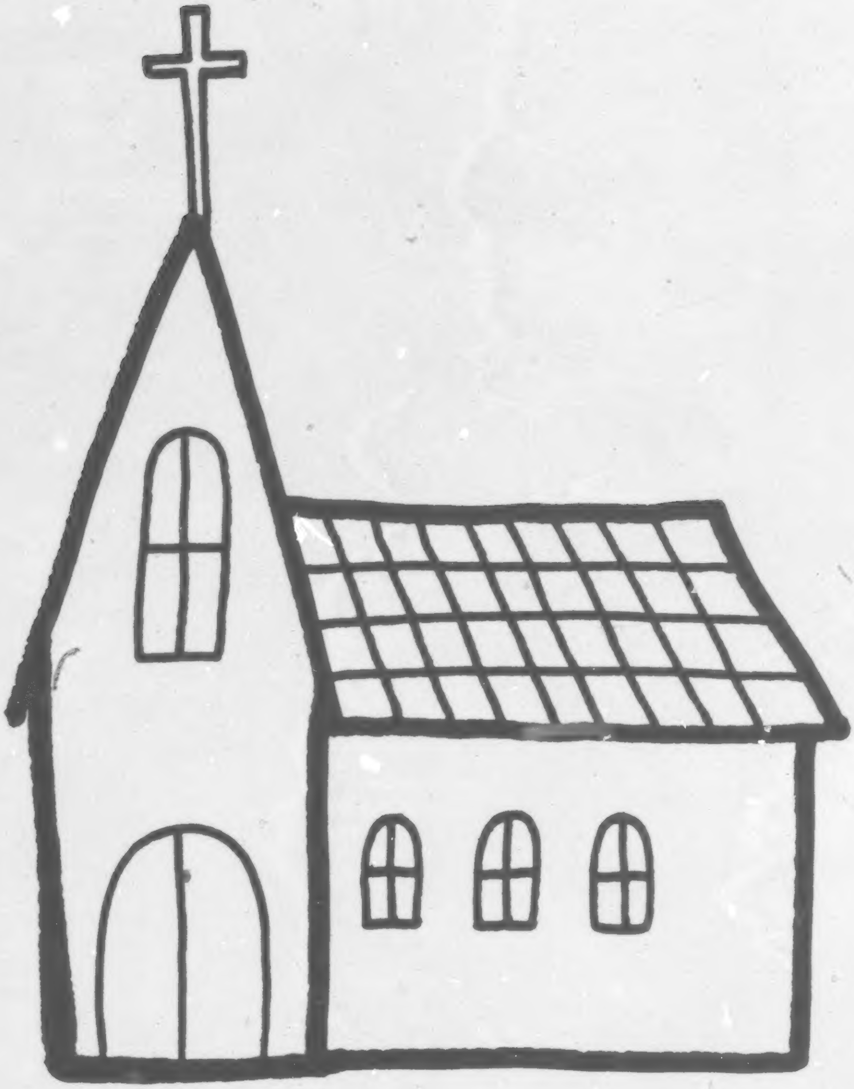

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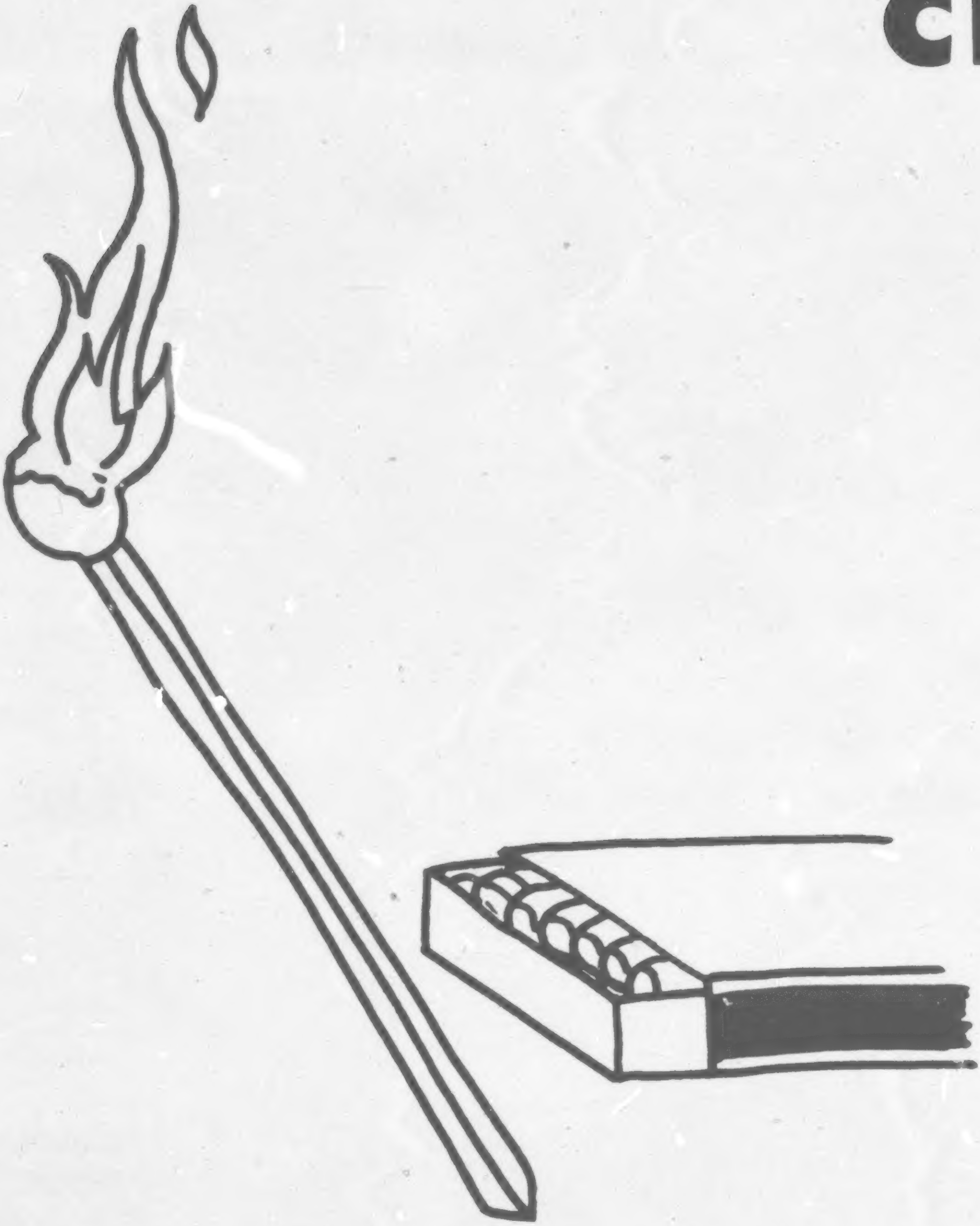
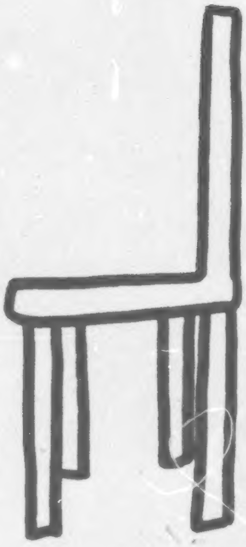
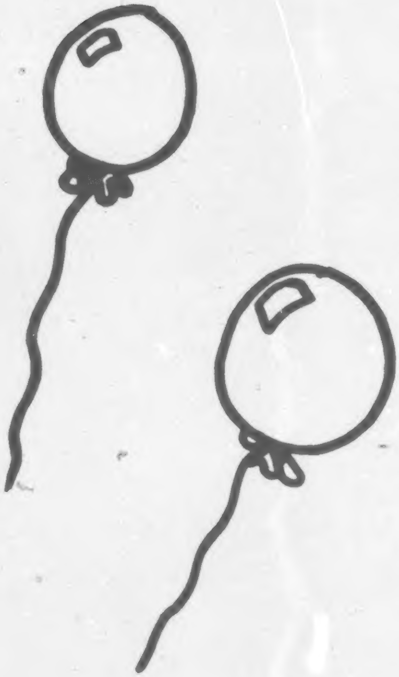
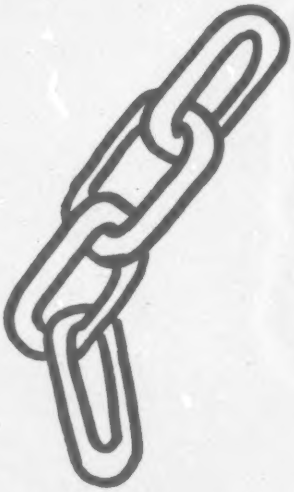
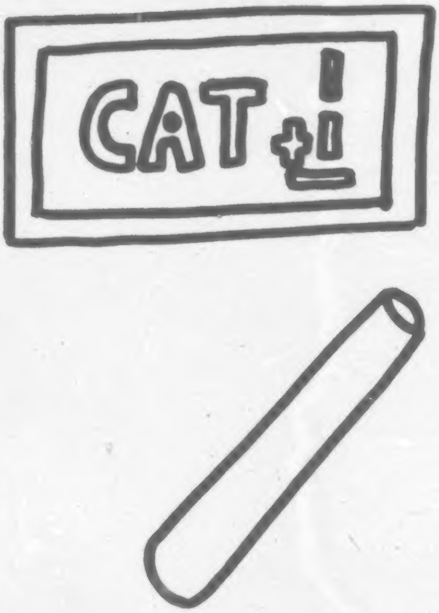


Which picture does not have the "ch" sound?









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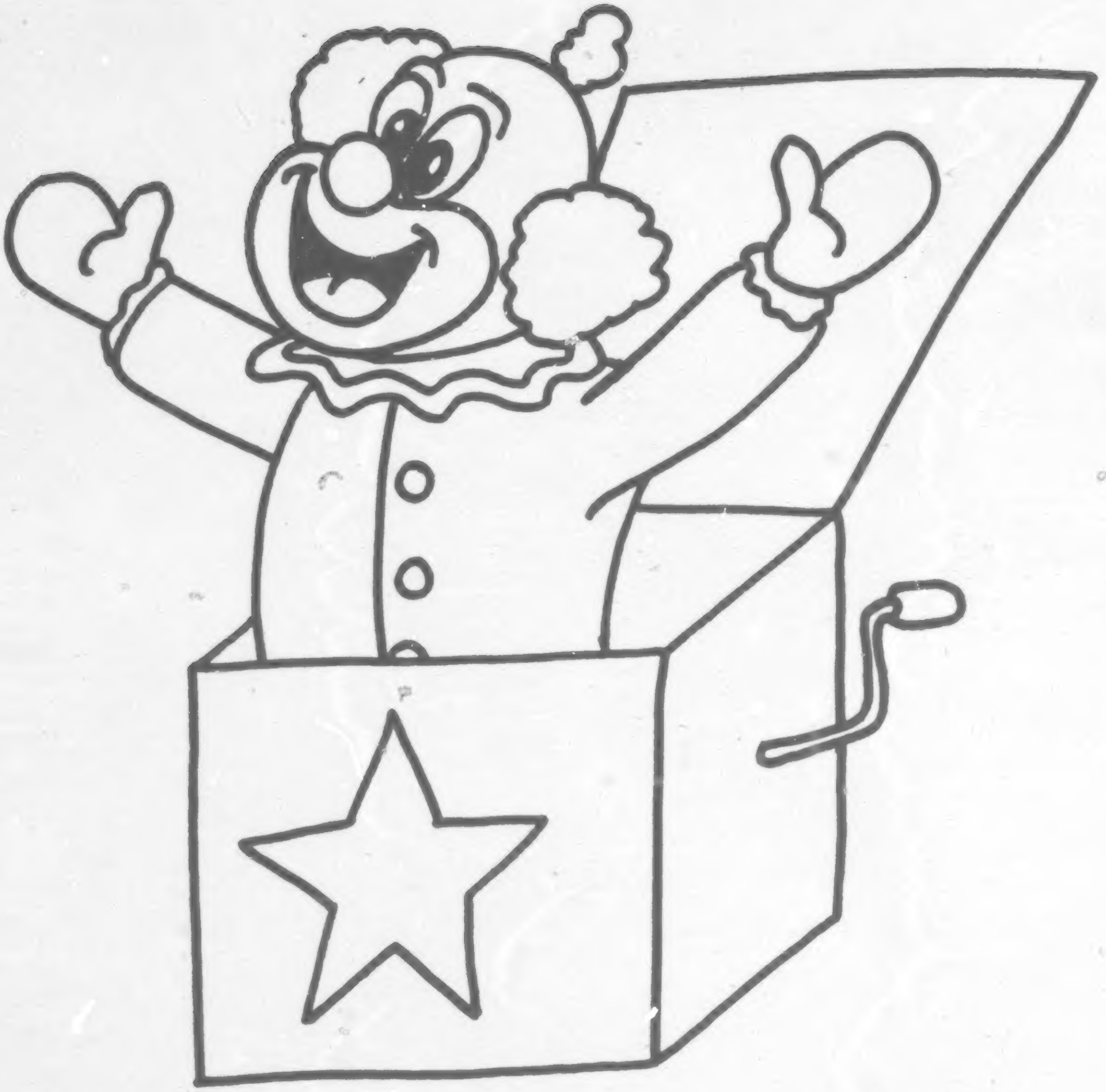

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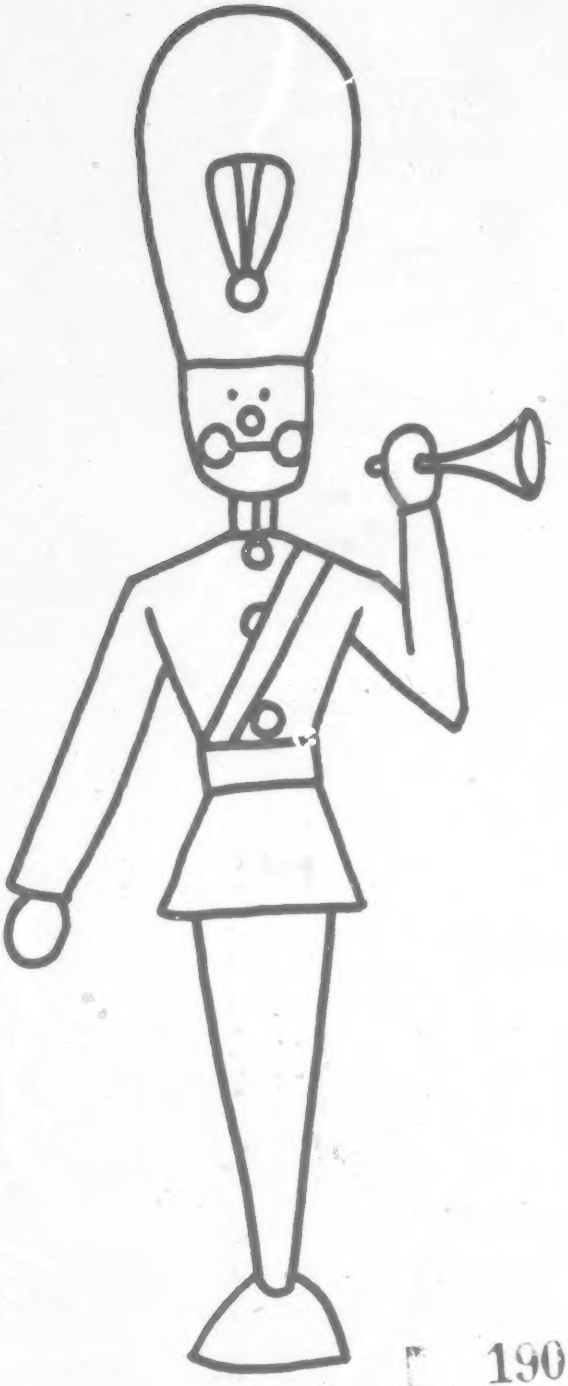

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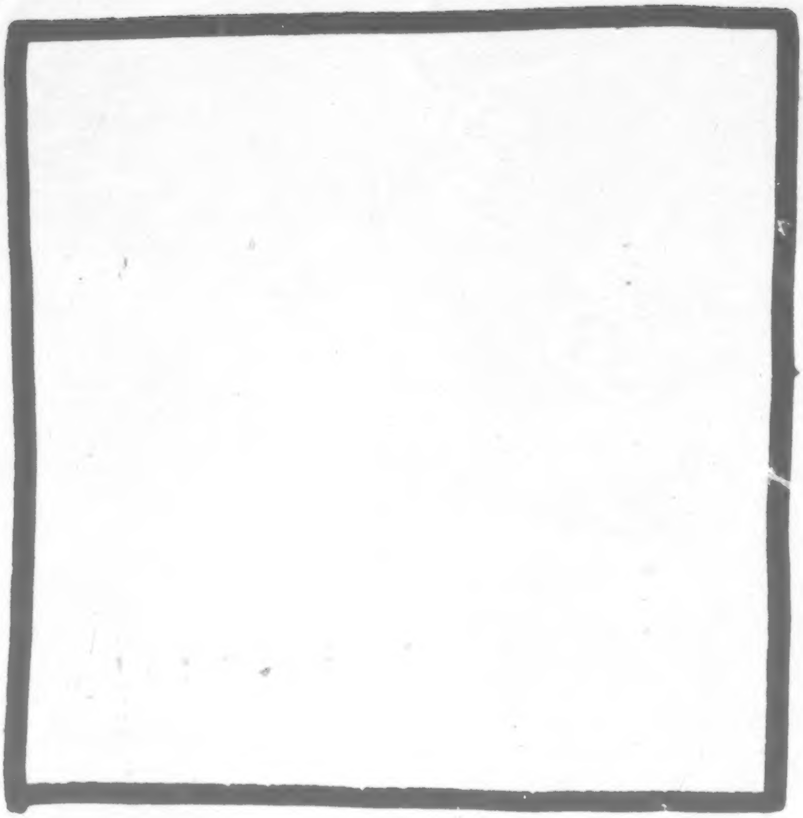
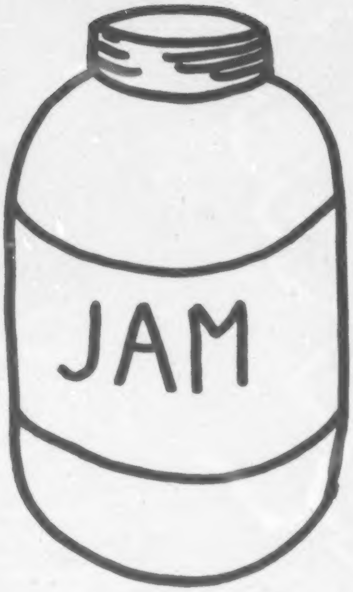
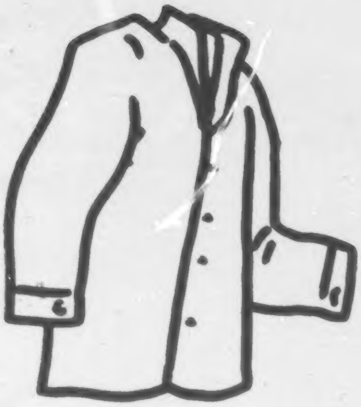
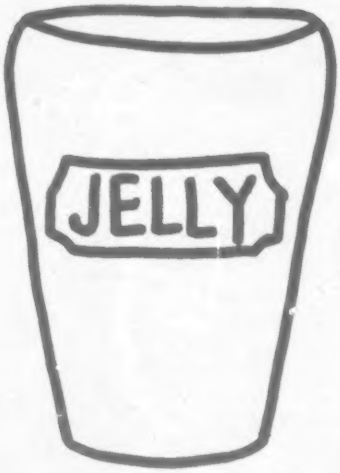


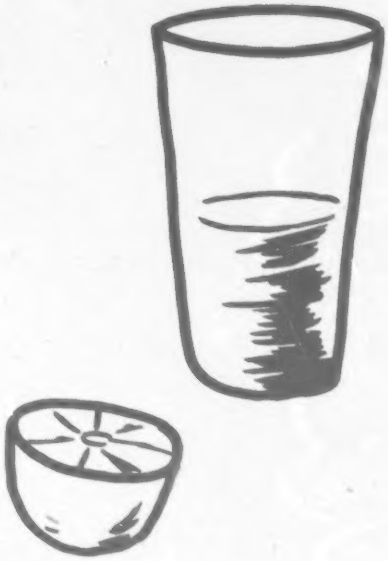
ORANGE

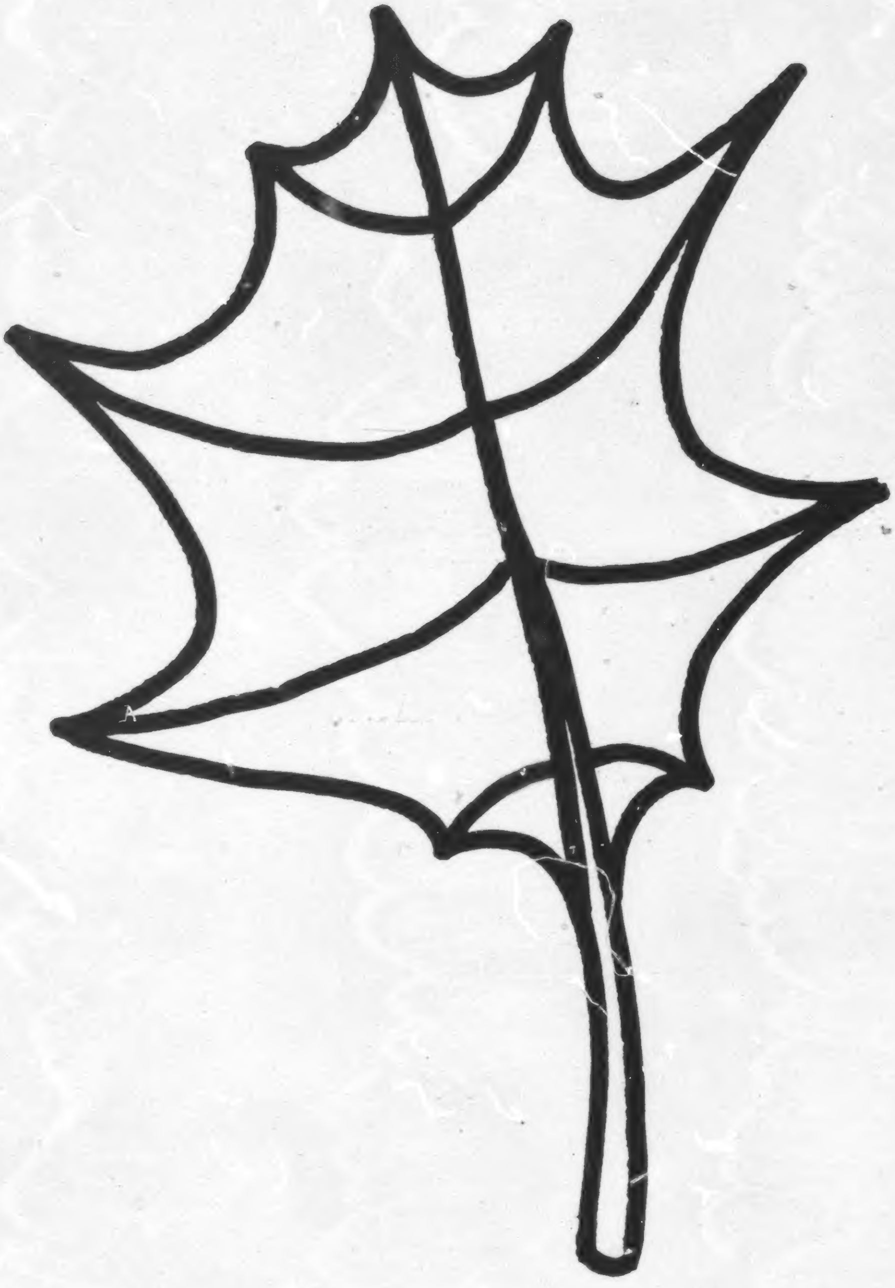
Which picture does not have the "j" sound?







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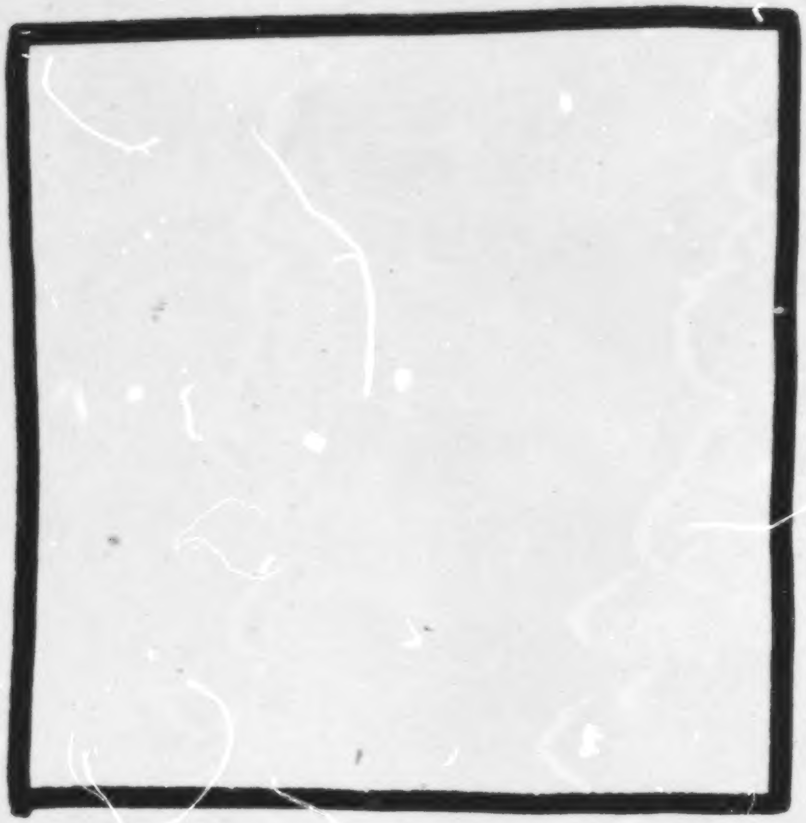

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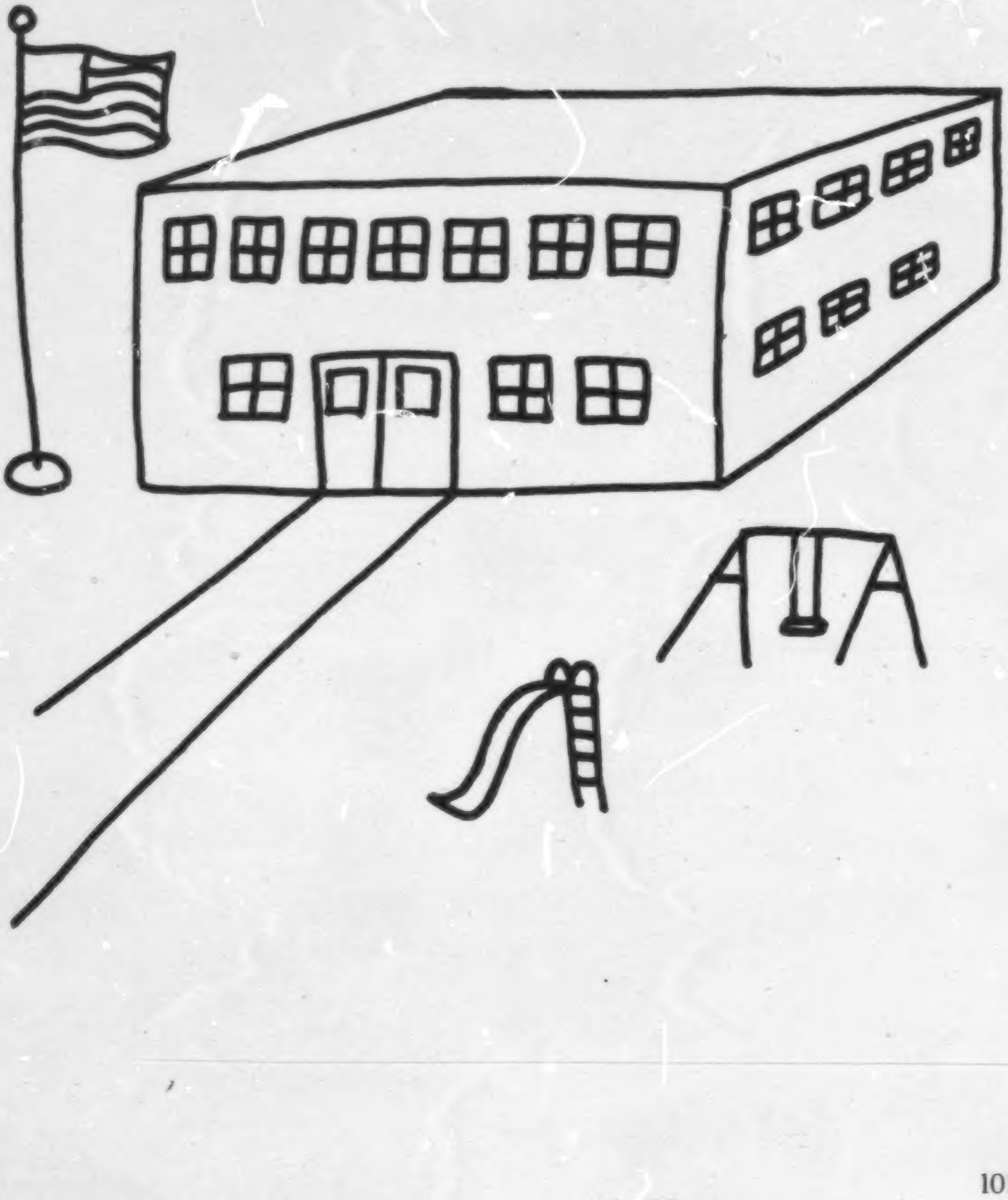
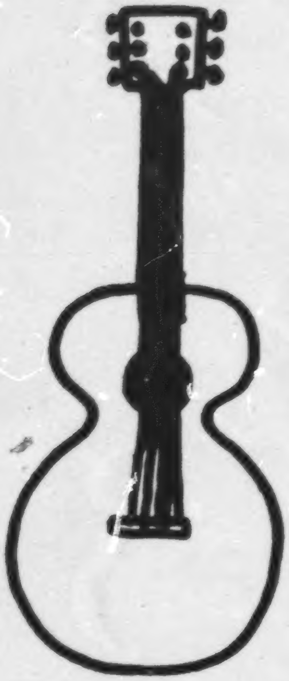
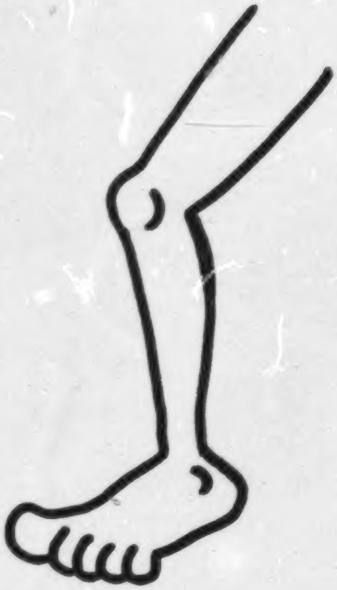
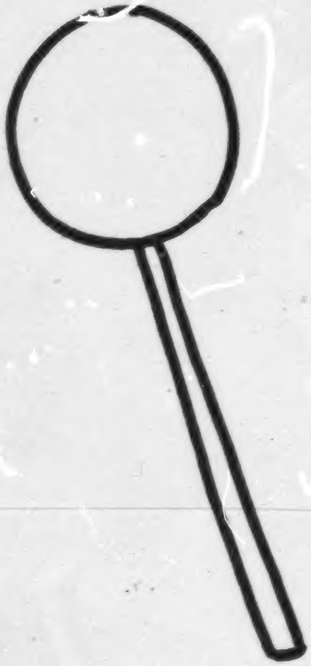
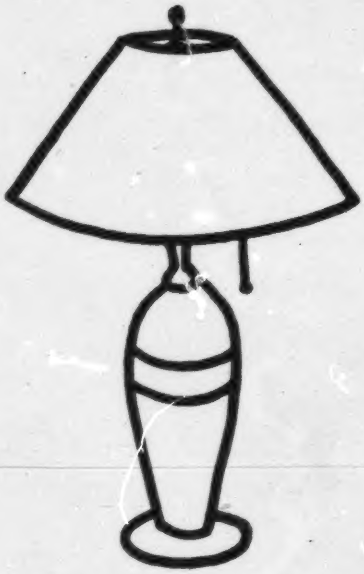


Which picture does not have the "L" sound?

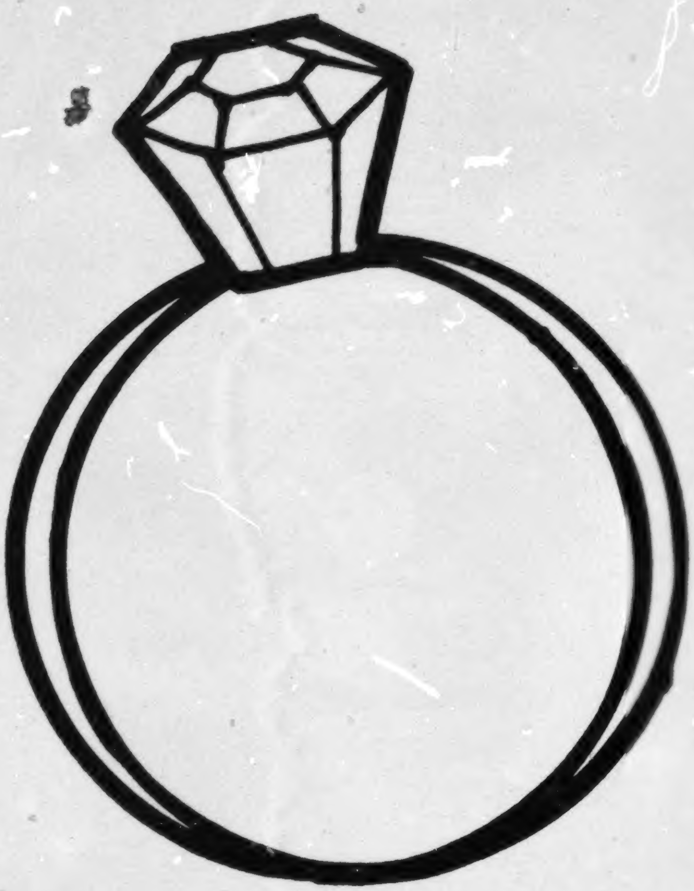








r



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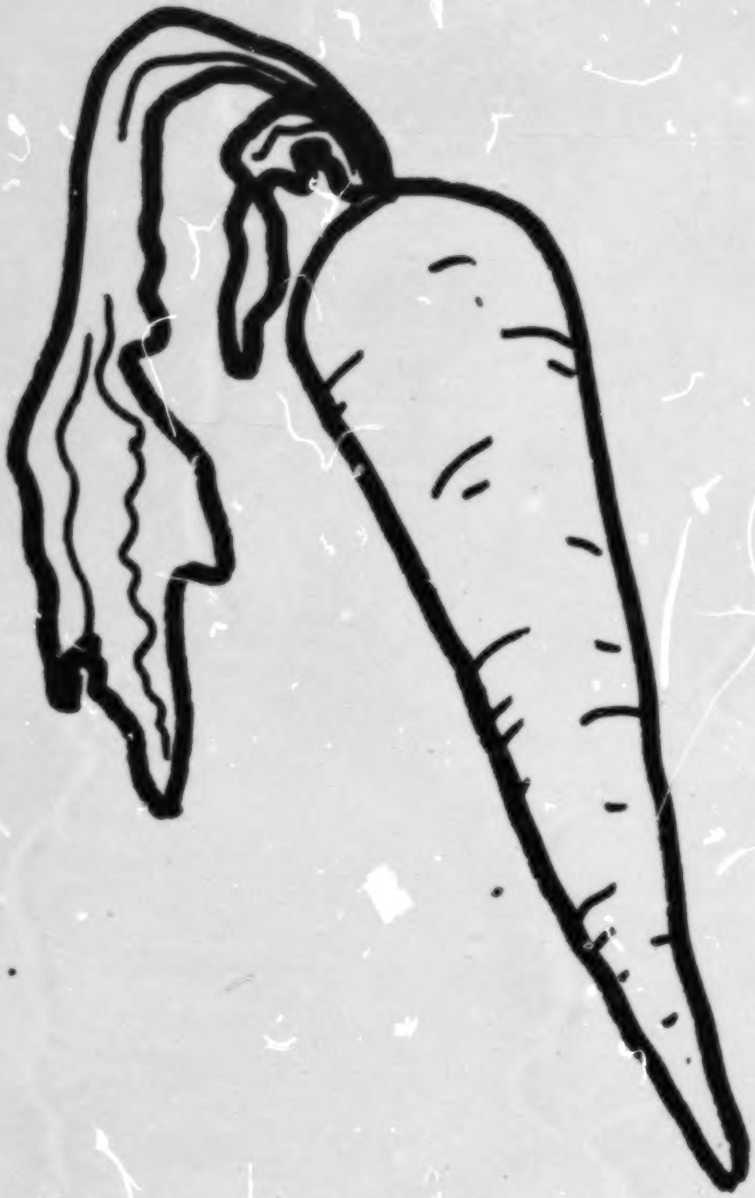

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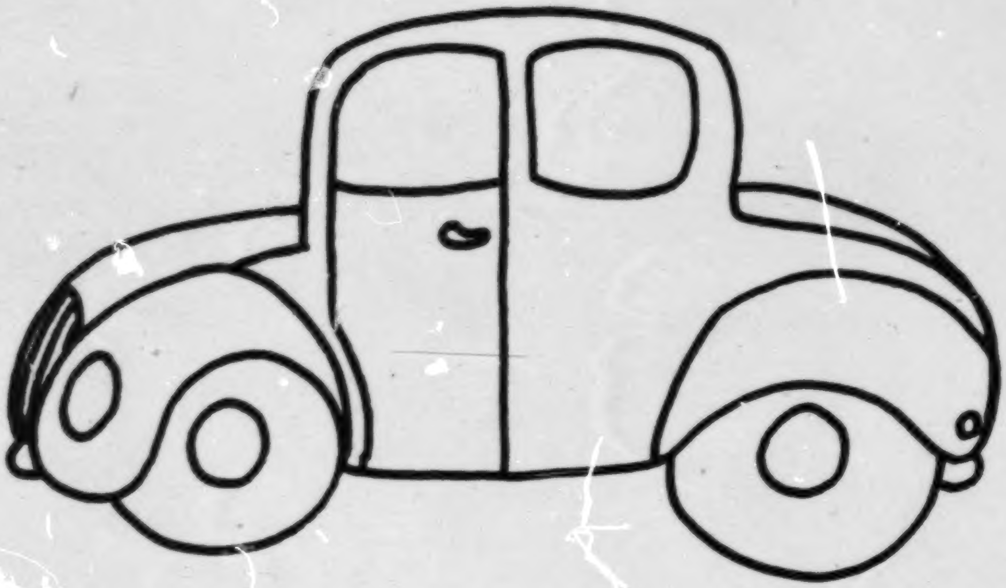
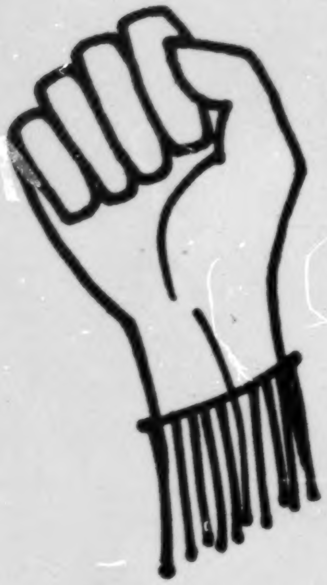
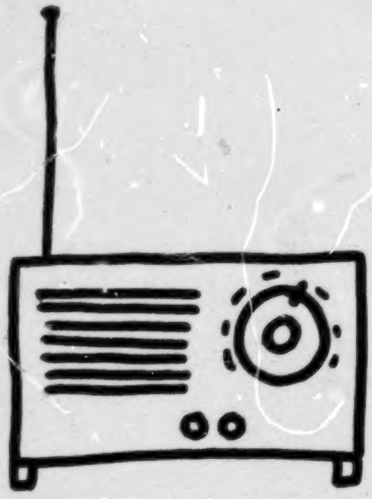
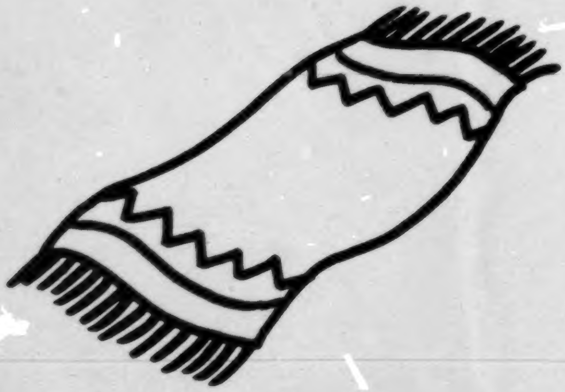
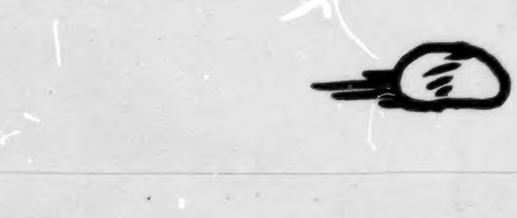


Which picture does not have the "r" sound?









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